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ABSTRACT

A team of researchers from Teachers College, Columbia University visited selected schools in the Minneapolis Public Schools system for the stated purpose of studying and documenting key processes within the school district and community which effectuated a desegregated system. The study team consisted of five members who conducted structured and unstructured inverviews with a sampling of Central administrative staff, school faculty and staff, students, parents and community leaders, and observed both formally in eleven school settings. Observations in class rooms, study halls, lunch rooms, hallways, etc. were complemented by group as well as individual interviews, it is stated. The instruments used for data collection were structured to more readily ensure consistency and adequacy of reporting. In summarizing key factors that have made for successful desegregation in the school district, it is stated that such components as communications skills among teachers and support staff, more flexible academic program, promotion of the team-teaching method, and an increasing willingness of teachers to be open with each other and to deal with conflict were mentioned most often by respondents. It is noted that this report makes extensive use of individual quotes as a means of providing a clear picture of the wide range of views held among school and community people. (Author/JM)

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Desegregation of the Minneapolis Public Schools
Minneapolis, Minnesota

A Case Study

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UD 015677

Teachers College, Columbia University
New York, New York

February, 1974

Preface

A team of researchers from Teachers College, Columbia University visited selected schools in the Minneapolis Public Schools system for the purpose of studying and documenting key processes within the school district and community which effectuated a desegregated system.

The study team consisted of five members who conducted structured and unstructured interviews with a sampling of Central administrative staff, school faculty and staff, students, parents and community leaders, and observed both formally and informally in eleven school settings - (5 elementary, 3 junior high and 3 senior high schools). Observations in classrooms, study halls, lunchrooms, hallways, etc. were complemented by group as well as individual interviews. The instruments used for data collection were structured to more readily ensure consistency and adequacy of reporting.

A sincere "thank you" is due to the people at all levels of the school and community environs who were most receptive to us and cooperative in our efforts. A special note of appreciation is extended to Dr. John B. Davis, Superintendent of Schools, for permitting us to review the efforts of the Minneapolis Public Schools in the area of desegregation, and to Dr. Robert L. Williams, Associate Superintendent, Office of Intergroup Education, for coordinating and facilitating our tasks.

Effie M. Bynum

NOTE

This report makes extensive use of individual quotes as a means of providing a clear picture of the wide range of views held among the school and community people in Minneapolis.

Just as attitudes are said to dictate one's view of a situation, views expressed can provide a distinctive insight about one's perceptions and attitudes concerning change -- particularly changes incident to desegregation.

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CHAPTER I - THE BACKGROUND OF THE CITY AND THE SCHOOLS

Description of the City and Demographic Data

Minneapolis, the "City of Lakes", is the largest city in the state of Minnesota. It is located in the southeastern part of the state; and, is considered as the gateway to the lake country of the north. The 58 square mile area of the city lies adjacent to the city of Saint Paul; and together they are known as the "Twin Cities". The metropolitan area, the 14th largest in the nation, is a hub of commerce and industry located 350 miles northwest of Chicago. Air, railroad and highway transportation link Minneapolis to other major parts of America and the world. The Mississippi River carries ships from the Gulf of Mexico to areas north of Minneapolis.

Minneapolis is the outstanding center of the upper northwest, majoring in the production of electronic and heating equipment, farm machinery, grain products, railroad and automobile equipment. It is also noted for foundries, machine shops, wood products, furniture, knitted materials, food and dairy products, and linseed oil. The city is one of the nation's leading electronics manufacturing centers, and Minneapolis is a major financial center of insurance companies, banks and investment firms. It is also a convention center, with tourism ranking as a major commercial enterprise. Nine railroads service the city, and among the airlines, two maintain headquarters in Minneapolis, viz., North Central and Northwest Orient. Among other corporate headquarters located in Minneapolis are: Cargill, Inc., General Mills, Pillsbury, Honeywell and Control Data. The tallest building in the area was built by Investors' Diversified Services, and houses their offices and a major hotel and shopping center. Major investment and banking firms have their headquarters in Minneapolis, viz., First National and Northwestern Bancorporations; Dain, Kalman, and Quail; and Piper, Jaffrey and Hopwood.

The University of Minnesota is located in Minneapolis; as are several private colleges and seminaries. The Minnesota Symphony, a major orchestra; the Tyrone Guthrie Theater,; the Walker

Art Center; and the Minneapolis Institute of Art complete a full-range cultural emphasis. In addition to the number of lakes within the city limits, there are numerous parks; and major sports attractions — the Minnesota North Stars (hockey), the Minnesota Twins (baseball), and the Minnesota Vikings (football).

The city government is administered by a Mayor and City Council, and a City Coordinator(manager); with other city boards exercising authority in specific areas — Board of Estimate and Taxation, with representatives from all boards; City Planning, Parks and Recreation, Library and Education. These members and officials are elected to office on a non-partisan basis. The city attracted national attention in 1970, when a former city detective lieutenant was elected mayor on a law and order platform; succeeding a liberal mayor, Arthur C. Naftalin, who had labored during the urban crisis of the mid-1960's.

The Board of Education is composed of seven mambers, who are elected on an at-large basis for four year terms. It was their task to make plans for the eventual desegregation of the public schools in the early 1970's. There was great opposition from the citizenry and political officials, with a small persistent group of liberal citizens who clamored for the integration of the schools. The State Department of Education and the State Board had the basic direction of state guidelines which affected the Twin Cities in a greater manner than other municipalities.

The 1970 Census (see Figure 1.) revealed a decline in the population of Minneapolis from 482,872 to 434,400, a ten percent drop. There was an increase in Black Americans from 11,785 (2.5 percent of the total) to 19,005 (4.4 percent of the total), and a 55 percent increase. The Native American (Indian) population was estimated at 3,000 in 1960, and increased to 5,829 in 1970. The White population declined by 13 percent, 61,000 less, in keeping with national trends. Other races were listed at 2,197, in 1970 for .5 percent of the total.

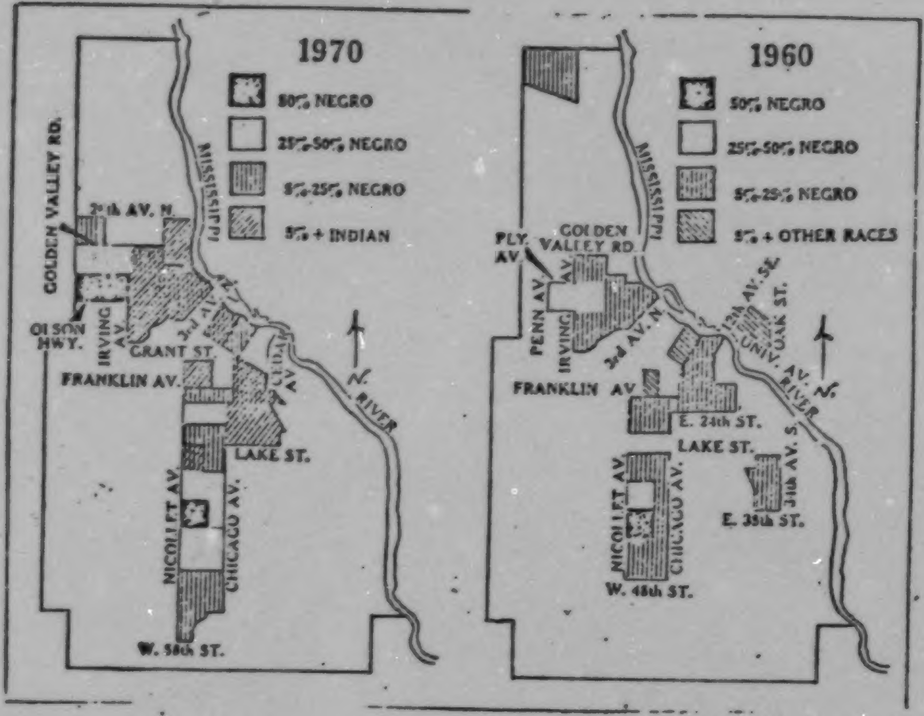
There were two major concentrations of Blacks and Native Americans in the city; one each in the north and south. The increases in the Black population in the northern part of Minneapolis were from 4,360 to 8,374; and in the south, from 2,930 to 7,105 during the ten year period. There were increases in Black residents of the eastern

FIGURE I

MINNEAPOLIS POPULATION

	1960 Persons	Pct.	1970 Persons	Pct.
Total	482,872		434,400	
White	467,275	96.7%	406,414	93.6%
Negro ...	11,785	2.5	19,005	4.4
Indian* ..			5,829	1.5
Other Races*	3,809	.8	2,197	.5

**Indians included among "other races" in 1960.*


1970
▩ 50% NEGRO
☐ 25%-50% NEGRO
▥ 5%-25% NEGRO
▨ 5% + INDIAN
GOLDEN VALLEY RD.
2?th AV. N.
MISSISSIPPI
OLSON HWY.
IRVING AV.
3rd AV.
GRANT ST.
CEDAR AV.
FRANKLIN AV.
LAKE ST.
NICOLLET AV.
CHICAGO AV.
W. 58th ST.
N.
RIVER
1960
▩ 50% NEGRO
☐ 25%-50% NEGRO
▥ 5%-25% NEGRO
▨ 5% + OTHER RACES
PLY. AV.
GOLDEN VALLEY RD.
MISSISSIPPI
PENN AV.
IRVING AV.
2nd AV. N.
13th AV. SE
OAK ST.
UNIV. AV.
RIVER
N.
FRANKLIN AV
E. 24th ST.
LAKE ST.
34th AV. S.
E. 35th ST.
NICOLLET AV
CHICAGO AV.
W. 48th ST.

and western parts of the city, as well. The greatest concentrations of Black residents were in the heart of the two mentioned sections. There was a higher proportion of the city's Blacks living in those census tracts with 5 percent or more Blacks. However, in 1960 there were 27 tracts with no Black residents; and in 1970 this number had narrowed to 10 tracts with no Black residents. The Twin Cities suburbs showed a marked increase in Black residents from 620 to about 2,000, a 222.5 percent increase.

Native Americans are more dispersed throughout the city than the Black residents. Two tracts have a 10 percent or higher Native American population. One is in the northern part of th city; the other is in the southern part. There were about 746 Native Americans living in South Minneapolis within the "Black" tracts, i.e. a 5 percent or higher Black residency.

Over 90 percent of Black Americans in Minnesota reside in the Twin Cities metropolitan area. Historically, they came to this area for jobs as laborers with the railroad, train porters, janitors, bell-boys, and barbers. Notwithstanding these facts, as early as the 1890's, Black professionals were practicing in Minneapolis. It was during this era that the first Black physician was licensed to practice medicine in Minnesota, William D. Brown. In 1898, John Francis Wheaton, an attorney and former deputy clerk of the Minneapolis Municipal Court and Clerk of the Minnesota legislature, was elected to the State Legislature. In the late 1940's, the thrust for fair employment in Minneapolis generated an expansion in job opportunities to civil service and industrial jobs. It remained for the most significant effects to occur during the post-Korean and Viet Nam War periods, during which time large numbers of Black Americans moved into industrial and business jobs at the management level. It is likely that federal contract compliance regulations effected the major increases. Immediately preceding the desegregation of schools issue in Minneapolis, the citizens elected their second Black American member of the Board of Education. The first had served just before him for two consecutive terms, and had participated in the development of the Human RElations Guidelines of 1967. The major exceptions to the opportunities for Blacks in Minneapolis were the police and fire departments and the building and construction trades. Such conditions challenged the resources of the local Urban League and National Association for the Advancement of Colored People branch.

The effects of a "White backlash" characterized the city during those days immediately preceding the discussions for school desegregation. Conditions between races were strained due to the outright concessions granted to Black Americans in response to the complaints which were vigorously stated during the late 1960's. Such made a volatile environment for the adjustments to be made throughout the community.

Description of the School District Before Desegregation

In an effort to improve the total educational program, the Minneapolis Board of Education on December 12, 1967, adopted its first "Human Relations Guidelines". The following areas were identified as needing special attention:

1. Racial balance and pupil placement
2. Personnel practices
3. Curriculum
4. Staff development
5. Compensatory education.

A Department of Urban Affairs was established with a full-time staff of two Black administrators. This group was to coordinate the programs in this new thrust. Under pressure from Black parents, an urban transfer program allowing voluntary transfers for racial balance was inaugurated. Eighty students were transferred to other schools in the year, 1967.

The recruitment of Black teachers was increased, with visits made to major Black colleges for candidates. A Human Relations Center was established to provide staff and materials for leadership in multi-ethnic relations and instruction, curriculum and in-service training in cooperation with the Department of Urban Affairs. Release time was given staff for the special activities in workshop and seminar settings emphasizing human relations and sultural differences. The administrators were included in these programs. In each school, there were human relations committees organized.

At that time, 3.5 percent of the Minneapolis teaching staff was categorized as non-white, with 5 non-whites added to the administrative staffs.

In 1970, the Minnesota Board of Education, after hearings in the Fall, 1969, issued guidelines(under EDU 521-30, a policy for the establishment of equal educational opportunity) setting a 30 percent minority limit for student enrollments in any public school. Following the sight count, (see Table 1) the Minneapolis school adminstrators reported that 21 schools were racially imbalanced, i.e., schools having a minority enrollment greater than 26 percent or twice the percentage, 13 of minority group children in the district. The percentages of minority enrollments were 10.7 in 1968, 12 in 1969; with total enrollments of 70,006 in 1968, 68,278 in 1969, and 66,934 in 1970. The increase in minority enrollments is noted in the following: 7,516-1968, 8,166-1969, 8,727-1970. There was a loss of 1,805 white students; and an increase of 561 minority students. All of the racially imbalanced schools were in the neighborhoods noted earlier in North and South Minneapolis which were 5 percent to 50 percent black occupied. There were special schools for pregnant girls, and youth in remedial programs which were included in the list of 21 schools. In five of the schools, the minority enrollment increased-two junior high schools and three elementary schools.

The summary of personnel given in the 1970 sight count(Table 2) revealed a total of 6,437 employed. Of these 3,803 were certificated or professional staff. There were 5 (5 percent) minority principals out of 99; 10 (16 percent) minority assistant principals out of 62; 170 (5.7 percent) minority teachers out of 2961; and 44 (6.5 percent) minority staff out of 681 in the other certificated category. In the non-certificated category, there were 252 (9.57 percent) out of 2,634.

The 1971 sight count indicates a decrease in total enrollment, from 66,934 to 65,201; and an increase in minority enrollment, 13.1 persons to 14.5 percent. Meantime, personnel statistics (Table 3) were 3,923 certificated-266 minority (6.78 percent); 2,859 teachers-183 minority (6.4 percent); 56 assistant principals-9 minority (16 percent); 97 principals-6 minority (6.19 percent).

Meantime, the Board of Education adopted another set of "Human Relations Guidelines" in 1970, calling for the pairing of two elementary schools, each of which were racially imbalanced. In order to effect such a plan, children were to be bussed between the two schools, which were located at an angle adjacent to each other. This event sparked controversy, needless to say; and, the involvement reached into politics to the extent the aforementioned mayoral candidate was in great opposition to bussing. It was a coincidental that his major opponent, a black man, was clerk of the Board of Education who voted to pair the schools. Also, two incumbent board members decided not to run for reelection and their seats were contested with a strong pair of anti-bussing candidates.

In the summer of 1971, Curtis C. Chiver, local NAACP activist and vice-president of the Minneapolis Spokesman, a black weekly, in behalf of his grand daughter, Jenette Booker, George S. Hage, in behalf of his son, David G.; and James M. Willis, in behalf of his daughter, Montez, filed a class/action suit against Special School District No. 1, Minneapolis, Minnesota, complaining the denial of equal educational opportunity by the maintenance of segregated schools. The Booker and Willis minors were black and the Hage child was white. The plaintiffs alleged the denial was a deprivation of due process and equal protection of the law in violation of the 14th admendment. The specific contentions were that there was a continuious and intensifying pattern of segregation in the schools of Minneapolis resulting from 2 factors--

1. The imposition by the school board of a neighborhood school system on a city which is beset with intentional and widespread racial discrimination in housing, and
2. Specific acts on the part of the defendant which it knew, or should have known would create segregated schools.

A major finding of fact in May, 1972, by Judge Earl R. Larson, U. S. District Court, Minnesota, 4th Division, was that the schools operated by the defendant are segregated on the basis of race. The design of attendance zones, buildings-additions and new construction, principal's agreement and other student transfers all had the effect of maintaining or increasing racial segregation.

Table 1

Minneapolis Public Schools Sight Count Pupil Enrollment 1968-1971

SUMMARY STATISTICS BY RACIAL/ETHNIC CATEGORIES[1]
FOR 1968, 1969, 1970, and 1971

GROUP	1968 NO.	1968 PCT.	1969 NO.	1969 PCT.	1970 NO.	1970 PCT.	1971 NO.	1971 PCT.
American Indians	1,490	2.1	1,843	2.7	1,993	3.0	2,225	3.4
Black Americans	5,255	7.5	5,528	8.1	5,944	8.9	6,351	9.7
Oriental Americans	344	0.5	347	0.5	329	0.5	354	0.5
Spanish Surnamed Americans	427	0.6	448	0.7	461	0.7	536	0.8
All Other Americans	62,490	89.3	60,112	88.0	58,207	87.0	55,735	85.5
Totals	70,006	100.0	68,278	100.0	66,934	100.1[2]	65,201	99.9[2]
(Total Minority)	7,516	10.7	8,166	12.0	8,727	13.1	9,466	14.5

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[1] Racial/ethnic categories as defined by Department of Health, Education and Welfare, Office for Civil Rights

[2] Per Cents rounded to tenths.

Table 2

Minneapolis Public Schools Personnel Sight Count, 1970-71

	Total Personnel												
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	Total
Principals	0	0	5	5.05	0	0	0	0	94	94.95	5	5.05	99
Principal Assistants	1	1.61	9	14.52	0	0	0	0	52	83.87	10	16.13	62
Classroom Teachers	8	0.27	140	4.73	14	0.47	8	0.27	2,791	94.26	170	5.74	2,961
Other Certificated	2	0.29	39	5.73	2	0.29	1	0.15	637	93.54	44	6.46	681
Total Certificated	11	0.29	193	5.07	16	0.42	9	0.24	3,574	93.98	229	6.02	3,803
Non-certificated	37	1.40	202	7.67	6	0.23	7	0.27	1,891	71.79	252	9.57	2,634
Grand Total	48	0.75	395	6.14	22	0.34	16	0.25	5,956	92.53	481	7.47	6,437
	Native Americans		Black Americans		Oriental Americans		Spanish Surnamed Americans		All Other Americans		Total Minority Americans		Totals

Table 3

Minneapolis Public Schools Personnel Sight Count, 1971-72

TOTAL PERSONNEL

	Native Americans		Black Americans		Oriental Americans		Spanish Surnamed Americans		All Other Americans		Total Minority Americans		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	Total
PRINCIPALS	0.	0.0	6.	6.19	0.	0.0	0.	0.0	91.	93.81	6.	6.19	97.
ASST. PRIN.	1.	1.79	8.	14.29	0.	0.0	0.	0.0	47.	83.93	9.	16.07	56.
TEACHERS	8.	0.28	150.	5.25	13.	0.45	12.	0.42	2676.	93.60	183.	6.40	2859.
OTHER CERT.	7.	0.77	56.	6.15	3.	0.33	2.	0.22	843.	92.54	68.	7.46	911.
TOT CERT.	16.	0.41	220.	5.61	16.	0.41	14.	0.36	3657.	93.22	266.	6.78	3923.
NON-CERT.	30.	1.07	219.	7.80	7.	0.25	12.	0.43	2541.	90.46	268.	9.54	2809.
TOTALS	46.	0.68	439.	6.52	23.	0.34	26.	0.39	6190.	92.07	534.	7.93	6732.

The Department of Intergroup Education

It was mentioned earlier that the staff of the Department of Urban affairs was assigned the task for coordinating the activities in the 1967 Human Relations Guidelines. The staff was a director, an assistant director, and a secretary. By 1969, the director had received his doctorate from the University of Minnesota. He was assigned as an Assistant Superintendent, the first of his race to rise to such heights in Minneapolis, with the primary responsibility for administering the Human Relations Program through the newly created Department of Intergroup Education. An assistant director and a secretary completed the staff.

Meanwhile, the Task Force on Minority Cultures was organized to provide support services in curriculum and instruction and human relations to individual teachers and school staffs. There were ten teachers on special assignment and a project administrator who served the above personnel with an emphasis on the values from various ethnic cultures; but mainly, Native Americans and Black American heritages. Principals or teachers could request their services. By this time, the Human Relations Center was disbanded.

The following outline indicates the scope of the Department of Intergroup Education, which served the inherent needs of the Minneapolis school personnel, particularly after the adoption of a set of Human Relations Guidelines for the 1970's.

MISSIONS:

1. To provide leadership and guidance in effectuating a sound human relations climate in Minneapolis Public Schools.

2. To facilitate the efforts of school-community individuals and groups toward meeting the objectives stated in the Human Relations Guidelines.

FUNCTIONS AND RESPONSIBILITIES:	COORDINATE WITH:
1. Direct the development and revision of the Human Relations Guidelines.	Superintendent's Cabinet.
2. Direct the activities of the Task Force on Minority Cultures.	Associate Superintendents for Elementary and Secondary and the project director of the Task Force on Minority Cultures.
3. Administer the Urban Transfer Policy.	Assistant Director of Intergroup Education, Supervisor of Transportation and secondary principals.
4. Keep abreast of nation-wide programs on school desegregation-integration and convey to superintendent and his cabinet.	Cabinet.
5. Make recommendations to the superintendent and cabinet on programs regarding desegregation-integration and Human Relations.	Superintendent and cabinet.
6. Development and dissemination of city-wide guidelines for observing Dr. Martin Luther King, Jr. Day and Black History Week.	Principals, superintendents, consultants, and the Project Director of the Task Force on Minority Cultures.
7. Coordinate disposition of problems involving Intergroup conflict in city schools.	Appropriate superintendents, principals, faculty, pupils, parents and the Assistant Director of Intergroup Education.
8. Advise superintendent's Cabinet and other staff on release and dissemination of intergroup information to the public.	Superintendent's Cabinet, director of Information Services, Director of School-Community Relations, Pyramid directors and principals.
9. Identify and convey community concerns to cabinet, staff and faculty.	Cabinet, staff and faculty.

FUNCTIONS AND RESPONSIBILITIES:	COORDINATE WITH:
10. Identify and convey administration's concern to faculty and community.	Faculty and key community persons, agencies and groups.
11. Monitor all program operations relative to desegregation-integration and human relations.	Cabinet, staff, project administors, and principals.
12. Make recommendations for continuation, modifications, or adoption of programs relative to integration and human relations.	Cabinet.
13. Provide direction in the planning, development and completion of new construction as related to integration.	Cabinet and the director of construction.
14. Initiate and coordinate through the superintendent all information regarding desegregation-integration for conveyance to the Board of Education.	Superintendent and Dr. Kent.
15. Provide direction to consultants and faculty on intergroup materials and methods.	Consultants and faculty.
16. Provide leadership and technical assistance through the director of staff development for pre-service and in-service training of certificated and non-certificated personnel.	Director of Staff Development and Pyramid directors, and the Assistant Director of Intergroup Education.
17. Maintain sound human relations, inter-district, particularly, close communications with central office personnel.	Assistant to Superintendent for Urban Affairs, Director of Volunteer Services, Assistant Superintendent for Federal Projects, Research and Development.
18. Report regularly to the superintendent on all matters relating to Intergroup Education.	Everyone.
19. To act for the superintendent when so requested.	Superintendent.
20. Represent Minneapolis Public Schools on Boards, and Committees at local, state and national levels.	

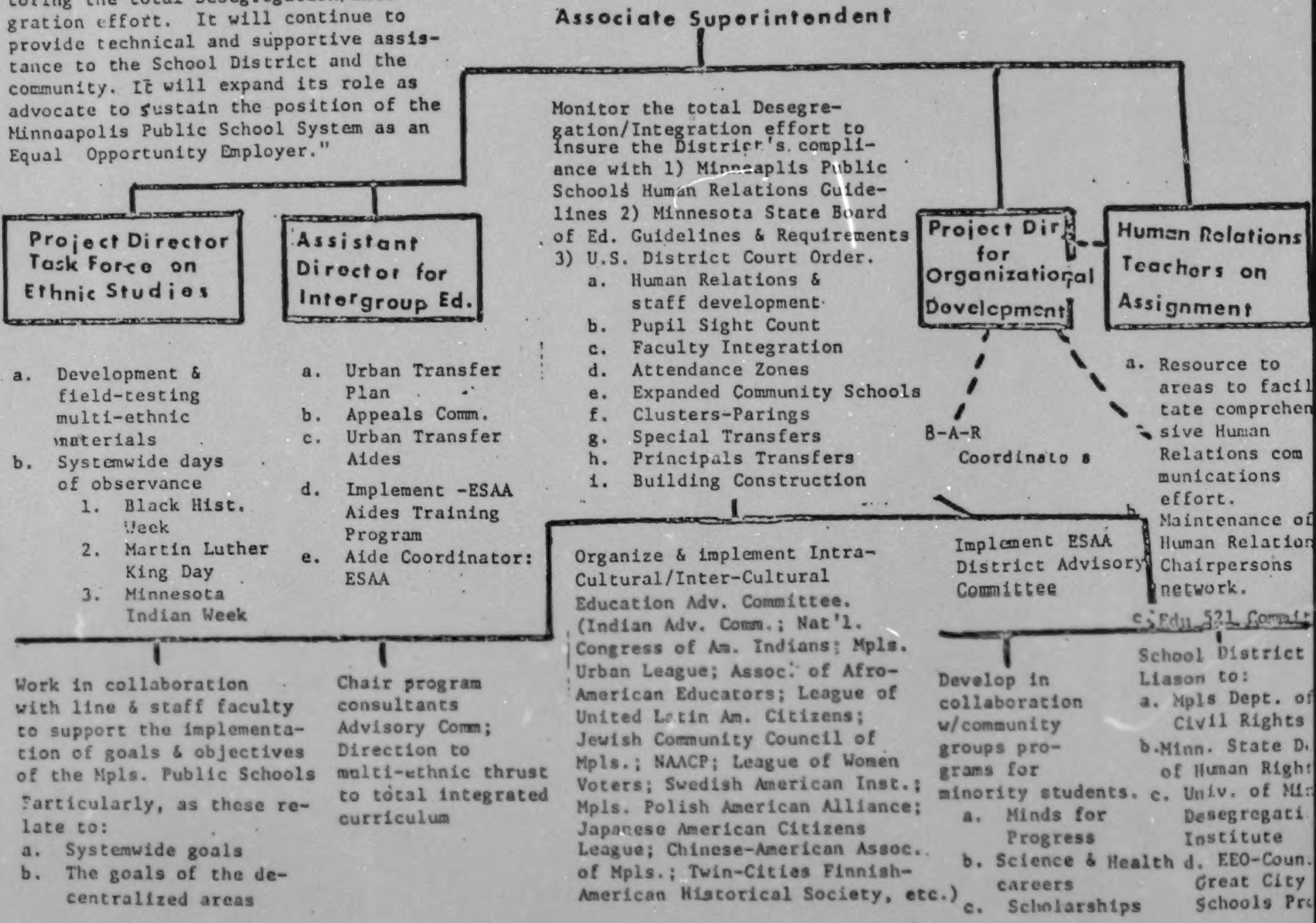
As the above outline indicates, the scope of work and the role of the personnel in the department was primarily one of an advisory, fact-finding nature, and implementers of established policy. There was no direct supervisory or administrative authority over school personnel. The full weight of implementing the programmatic aspects of the Guidelines fell to the persuasive and insistent powers of the staff, rather than the threat of discipline. It must be emphasized that the teachers and administrators accepted the programs mainly on a voluntary basis. All too often, they were instrumental in thwarting the goals of the program until a crisis arose which they needed the assistance of the Intergroup Education staff to resolve.

Minnesota Public Law 822 made possible a series of human relations workshops conducted for selected personnel in the district. This law provided for special grants for teachers and parents to engage in a series of activities which would enhance the environment of the respective schools. This program was administered through the Department with the support of building human relations chairpersons.

Suffice it to say that the personnel carried the burden of these activities specified in the Guidelines with dignity and effectiveness in spite of inherent problems caused by the lack of administrative "clout". They were the probing conscience of the administrators and staffs, as well as advisors to the superintendents. Their task was often a lonely one; yet, they did not shirk the charge to move forcefully to persuade the powers and thestaffs that adequate procedures must be established for quality education to include the preparation for serving all ethnic groups. It is likely that in these preliminary steps to school desegregation their efforts provided a framework which made a smooth transition from the traditional to the new age. The information and guidance which they offered to those willing to participate in the programs formed a firm foundation for the implementing of a desegregation program. The school district and personnel - - students and staff would have suffered untold agony without their sustained work.

DEPT. of Intergroup Education

Goal Statement:
"The Dept. of Intergroup Education will have as its prime focus, monitoring the total Desegregation/Integration effort. It will continue to provide technical and supportive assistance to the School District and the community. It will expand its role as advocate to sustain the position of the Minneapolis Public School System as an Equal Opportunity Employer."



Associate Superintendent

Monitor the total Desegregation/Integration effort to insure the District's compliance with 1) Minneaplis Public Schools Human Relations Guidelines 2) Minnesota State Board of Ed. Guidelines & Requirements 3) U.S. District Court Order.
- a. Human Relations & staff development
- b. Pupil Sight Count
- c. Faculty Integration
- d. Attendance Zones
- e. Expanded Community Schools
- f. Clusters-Parings
- g. Special Transfers
- h. Principals Transfers
- i. Building Construction

Project Director Task Force on Ethnic Studies

- a. Development & field-testing multi-ethnic materials
- b. Systemwide days of observance
  - 1. Black Hist. Week
  - 2. Martin Luther King Day
  - 3. Minnesota Indian Week

Assistant Director for Intergroup Ed.

- a. Urban Transfer Plan
- b. Appeals Comm.
- c. Urban Transfer Aides
- d. Implement -ESAA Aides Training Program
- e. Aide Coordinator: ESAA

Project Dir. for Organizational Development

B-A-R Coordinators

Human Relations Teachers on Assignment

- a. Resource to areas to facil tate comprehen sive Human Relations com munications effort.
- b. Maintenance of Human Relation Chairpersons network.
- c. Edu 521 Commi

Work in collaboration with line & staff faculty to support the implementation of goals & objectives of the Mpls. Public Schools Particularly, as these relate to:
- a. Systemwide goals
- b. The goals of the decentralized areas

Chair program consultants Advisory Comm; Direction to multi-ethnic thrust to total integrated curriculum

Organize & implement Intra-Cultural/Inter-Cultural Education Adv. Committee. (Indian Adv. Comm.; Nat'l. Congress of Am. Indians; Mpls. Urban League; Assoc. of Afro-American Educators; League of United Latin Am. Citizens; Jewish Community Council of Mpls.; NAACP; League of Women Voters; Swedish American Inst.; Mpls. Polish American Alliance; Japanese American Citizens League; Chinese-American Assoc. of Mpls.; Twin-Cities Finnish-American Historical Society, etc.)

Implement ESAA District Advisory Committee

Develop in collaboration w/community groups programs for minority students.
- a. Minds for Progress
- b. Science & Health careers
- c. Scholarships

School District Liason to:
- a. Mpls Dept. of Civil Rights
- b. Minn. State D. of Human Righ
- c. Univ. of Mi Desegregati Institute
- d. EEO-Coun. Great City Schools Pr

CHAPTER II - Development and Description of Current Desegregation Plan

On November 24, 1970 the Minneapolis Board of Education adopted its second set of human relations guidelines[1] for Minneapolis public education. Termed educational goals for the 1970's, the guidelines stressed the system's commitment to quality education for all students through the acknowledgement of learning as an intense individual experience. Quality education was defined in terms of requiring "educational experiences which enable students to master the basic skills of reading, arithmetic, and language arts, and equally important, to develop skills in human relations." The recommended programs and preliminary steps toward improving and expanding educational opportunities for students of the Minneapolis public schools included:

- an urban transfer program for which permission would be granted, upon the requests of parents or guardians, on the condition that the transfer would 1) improve the racial composition in both the sending and receiving schools and 2) would not result in overcrowding in the receiving school;
- pilotpairing programs between schools, particularly as a means of encouraging cross-age groups in the elementary schools;
- building and capital improvement programs to draw a multi-racial population, with definitive guidelines as to the size and organization of school buildings;
- development of educational centers, learning laboratories to foster better use of the city's rich educational resources and use of the quarter system in high schools to allow students easier entry and exit;
- volunteer magnet schools and magnet type programs in elementary and secondary schools to broaden educational options for students while improving the racial distribution;
- decentralization of administration to facilitate the delivery of services to children and faculty, and to improve communications with parents and citizens;

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[1] Human Relations Guidelines for Minneapolis Public Education in the 1970's, Minneapolis Public Schools, Special School District #1, Intergroup Education, ISC Publication, 1972.

- development of specialized programs as a vehicle for promoting understanding and appreciation of different cultures, and as a means of encouraging cooperative educational activities among various groups;

- continuous review of school boundaries;

- curriculum development, particularly in social studies, and implementation of new organizational patterns;

- intensified efforts to increase the number of minority group administrators, teachers and other school staff and to assign them to schools throughout the system so that the personnel as well as student population better reflects the racial composition of the total school district's population;

- faculty and staff development with special emphasis on human relations

- supportive measures of research and evaluation, public information and the educational and social development of students, including heightened sensitivity to their rights and responsibilities;

- more effective use of news media, information materials and human resources to better communicate the plans and programs of the school district and to encourage community understanding and support.

While the focus of the human relations guidelines was on the goals of full commitment to quality education, the language of the document raised concerns about the state of segregated schools in Minneapolis. As a prelude to implementation of the guidelines adopted, the school administration committed itself to the development of a comprehensive plan based on the document, with clearly stated educational goals, order of priorities and delineated program components.

Development of the Plan

The Urban Transfer Program, implemented initially in 1967 as an attempt at voluntary desegregation, the adoption of the 1970 Human Relations Guidelines, the pairing of Hale (White)/Fiels (Black) elementary schools in 1971, and the affirmative recruitment program for minority teachers and staff were all suggestive of efforts of the Minneapolis school district to eliminate racial segregation. The district staff had also been involved in a needs assessment during 1969-70. However, the report of the State Commissioner of Education citing 17 Minneapolis schools in violation of state guidelines setting maximum enrollment of minority students at 30% was perhaps the first spark which led to actual desegregation plans. The school administration developed three sets of plans which called for pairing of schools and busing following the state's request for proposals. The district's plans were presented to the Board at a private advance briefing in October 1971 and at a public meeting of the Board of Education the following day, but no decision was reached at that time.

The Board's subsequent request for recommendations on how the school system might move to overcome racial segregation resulted in the district's development of desegregation/integration proposals for 1972-1975, based on the Human Relations Guidelines. These proposals included provisions for general program support, included among which were curriculum development, basic skills improvement, faculty and staff development, expanded Urban Transfer Program; and separate programs for elementary and secondary desegregation/integration. The plans received mixed reactions at a public meeting in December 1971.

In protest of segregated schools in Minneapolis, a legal suit was filed in the U.S. District Court, Fourth Division, District of Minnesota by parents of three students against Special School District No. 1, Minneapolis. On February 8, 1972 the suit was accepted by U.S.

District Judge Earl R. Larson as appropriate for class action on behalf of "all children who are residents of Minneapolis and who attend its public schools."[2]

The plaintiff's complaint was that there exists a continuous and intensified pattern of segregation in the schools in the city of Minneapolis resulting from two factors:[3]

1) the imposition by the school board of a neighborhood school system on a city which is beset with intentional and widespread racial discrimination in housing; and
2) specific acts on the part of the Minneapolis school district which it knew, or should have known, would create segregated schools.

Admitting that the city schools were segregated, though stipulating racial segregated housing patterns as the major cause, and pointing to its 1967 and 1970 Human Relations Guidelines and 1972 plans for desegregation/integration as indications of the district's good faith, the district denied any intent on its part to segregate schools.

The desegregation plans submitted to the Board on March 14 and revised on March 16, 1972 were designed to accomplish the goals of the Human Relations Guidelines, and included the closing of antiquated elementary schools over a 3-5 year period and the construction of new facilities. The district's proposals were adopted by the Board on April 25, 1972, with four amendments.

The Court tried the case in April 1972 and issued its Findings on May 24, 1972. Fundamentally, the court ordered the district to implement its own Plan for Desegregation/Integration as amended and cited two specific modifications to be made in the plan, namely:

1) that no more than 35% of the student body of any one school shall consists of minority children;
2) that there shall be at least one minority teacher in all elementary schools (considering principals and assistant principals as teachers) and integration of the secondary school faculty so that each school has approximately the same proportion of minority to majority teachers as exist in the whole system.

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[2] United States District Court, District of Minnesota, Fourth Division. Findings of Fact, Conclusions of Law, and Order for Judgment, No. 4-71 -Civil 382, May 24, 1972. p.1.

The court further ordered that no transfers be made by principal's agreement or otherwise which would have the effect of increasing the segregated nature of either the sending or receiving schools; that the court must approve any construction of new buildings or additions to old schools beyond what is contemplated in the Plan, and any changes in the Plan which have the effect of increasing or aggrevating existing school segregation or delaying full implementation of the Plan; and that the school district submit periodic reports every six months to the court and the plaintiff's counsel until ordered otherwise.

To the credit of the Minneapolis School District the Court recognized the amount of consideration and preparation reflected in the district's Plan with particular attention to its provisions for staff development and human relations training. In a further appraisal for the district's Plan, Judge Larson noted that "The preparation of a plan of this quality in the face of this lawsuit indicates that this defendant (the school district) is not a recalcitrant district whose promises are suspect."[4]

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[4] Ibid. p. 13.

The Plan

The Minneapolis Public Schools plans for desegregation/integration had extensive involvement of teachers and administrators, and to a somewhat lesser degree, the community. Responses to the question concerning how the district involved school personnel and the community in planning for desegregation were basically very favorable, even though there was a wide spread in reports of the level of participation. The comments of a department chairman ~~of~~ in one of the junior high schools serves to represent the general consensus:

> "The district took care in finding ways to involve the teaching staff, professional organizations and the school community in the development of desegregation plans. The numerous Saturday meetings with parents and teachers, open community and Board meetings, extensive newspaper coverage and printed brochures for parents served to get the information out and to continuously clarify issues about the district's plan."

The plans, proposed for 1972-1975 included progressive steps for implementation. The first phase mainly focused on staff and personnel human relations training and school construction, while phase two called for moving students -- particularly at the secondary level, to new schools. The bulk of the Plan was scheduled to take effect in the Fall of 1973 and in 1974.

The proposals for elementary schools have two primary goals, that of eliminating the maximum number of racially isolated schools, and replacing the maximum number of old, obsolete elementary buildings. These goals are to be accomplished clustering and pairing schools, establishment of learning centers and extended community schools.

The secondary's division proposals for achieving a better racial balance in the schools contain three basic approaches; namely:

- moving ninth graders into the senior high schools (change from 3 year to 4 year senior high schools)
- reorganization of junior high schools into two-grade units (7-8 schools)
- changes in school boundaries to alleviate overcrowding.

The day following Judge Larson's decision, the Minneapolis Tribune carried the headlines "Both Sides in School Lawsuit Approval of Ruling" -- desegregation had been so ordered. Superintendent John B. Davis, Jr. remarked that he was impressed that the board's proposal had been found basically a proper and timely way to move and further stated that he was "basically pleased."[5]

There were, however, several issues raised by the plaintiffs regarding interpretation of the order which needed clarification. These issues were brought to light following the district's first semi-annual report to the Court in December of 1972.

The district was thought to be in violation of the Court's order on several points which related to:

1) the minority enrollment figures projected for a new school facility to be opened in 1974 which would be in excess of the Courted-ordered 35% maximum;

2) the district's act of counting part-time teachers and other non-teaching personnel in noting its compliance with the order on faculty integration;

3) the problem of transfers, specifically "band" transfers, the district's formation of an Appeals Committee on Transfers, optional attendance areas, and the under-utilization of certain schools resulting from failure to transfer students in;

4) the need to include statistical information on transfers in the periodic reports to the Court.

The plaintiffs requested supplementary relief from the Court on the foregoing four points. Judge Larson's Memorandum Order for Supplementary Relief was handed down on May 8, 1973.

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[5] Minneapolis Tribune, Thursday, May 25, 1972.

In brief, on the four points the Order stipulated that:

1) 35% Maximum Minority Enrollment

Because only one school is involved, and the opening of the school is still a year and a half away, the Court will not now order any modification in the plan.

2) Faculty Integration

On elementary school faculty integration, the Court accepted the district's promise that there would be one full-time faculty member in each elementary school by Fall 1973, with the understanding that the "faculty member may be a principal, assistant principal, full time classroom teacher or full time certified personnel in a position of authority vis-avis the children's education."

On the secondary level, the Court ordered that the district "integrate the faculties so that each school would not have less than 6% nor more than 12% minority teachers, effective in the Fall of 1974.

3) Transfers

A. Band Transfers: The district was enjoined from banding certain schools in the future and ordered that "no further transfers among these schools may be tranted by principals in the future, unless they improve or have no effect on the racial balance at both the sending and the receiving school. If any transfers whin this band have been granted but have not yet become effective, they should be rescinded."

B. Appeals Committee on Transfers: While the Court agreed with the district that there may be valid educational reasons for transfers that have some segregative effects, it noted that the district had not been as discriminating as it might have been in granting elementary transfers.

As to secondary transfers, the Court asked for an exercise of caution when a parent supplements an application for transfer with a professional recommendation concerning the desirability of transfer, with special note that "if the Committee falls into the habit of granting any transfer accompanied by a cursory professional statement based on one meeting with the child and/or parent, those parents with the financial or social means will have available to them an automatic transfer."

The Court found the plaintiff's request to rescind all transfers granted by the Appeals Committee within the last year unnecessary since all transfers were to be reviewed each year and the Committee would be in a position to deny any which did not show "educational necessity."

C. Optional Attendance Zones: There were certain elementary and secondary optional attendance zones scheduled to be closed in September 1973 and September 1974. The Court ordered that "those children who have exercised the option to transfer from one school to another prior to the 1972-73 school year may continue at the transferee school. Those who exercised the option for the first time in 1972-73 shall have their transfers rescinded and shall attend the home school."

D. Underutilization of Schools: The Court disagreed with the district in its reasoning for making particular transfers to alleviate overcrowding in preference to other transfers which would have achieved the same results. The plaintiff had referred to the strategy as in violation of the Court's order and as being segregative in effect. The Court mentioned the segregative nature of the contemplated transfers and ordered the district not to institute them.

4) Reporting

The district was directed to include in its semi-annual reports to the Court statistics on transfers (band transfers, Appeals Committee transfers, optional attendance area transfers and any other type contemplated) stating home and transferee school, number of transfers granted, number of transfers denied and the race of those children requesting transfers, whether granted or denied.

In subsequent reports to the Court, the district suggested the necessity for modifications of the plan principally on the basis of the purchase of a school which would have an effect upon other schools in the West area, and because of the hardships the Court's 12% ceiling for minority faculty at the secondary level posed for the district in terms of its requiring reassignment of substantial numbers of minority teachers, effecting serious morale problems, and inhibiting the recruitment of additional minority teachers, since the district would have serious problems placing minority teachers already on staff.

Basically, district reports indicated close adherence to its schedule for plan implementation as ordered by the Court.

Human Relations Guidelines For Minneapolis Public Education In the 1970's

MINNEAPOLIS PUBLIC SCHOOLS
Special School District No. 1

Adopted by the Minneapolis,
Minnesota Board of Education
November 24, 1970

STATEMENT OF EDUCATIONAL PRINCIPLE

The Minneapolis Board of Education is fully committed to providing quality education for all students. Because learning is a profoundly individual experience, the Minneapolis Board of Education reaffirms its commitment to education which enhances the dignity, worth, and uniqueness of the individual learner. Quality education requires educational experiences which enable students to master the basic skills of reading, arithmetic, and language arts, and equally important, to develop skills in human relations.

Although this country and this community have made strides toward better human relations, some evidence suggests the country is moving toward separate societies; in Minneapolis this could mean one Black, one Indian, one white; one wealthy, one poor. American society still maintains political and social institutions that deny some men just treatment, equal opportunity, and equal rights.

Every American has an equal right to a public education. Yet equal opportunity for education may be impaired or even destroyed by racial and economic segregation in public schools.

Lack of interracial contacts lead to fear, ignorance, prejudice, and racism. Students without interracial contacts will develop an inaccurate view of society and will be poorly prepared to participate effectively in a multi-racial community. To forego opportunities to educate students for a multi-racial society would be to fail them. Public Schools have the moral and educational obligation to deal deliberately and directly with the issues and problems of race, for the quality of our human relations is a key ingredient of good education.

In 1967, the Minneapolis Board of Education adopted the Human Relations Guidelines and instituted new programs with community and faculty support. Excellent education in Minneapolis in the coming decade will require new plans and an even greater effort. We cannot wait for housing patterns to change. Such a delay would deny quality integrated educational experiences to even more students than are currently deprived of such experiences.

It is fortunate that today there are students from minority groups in all Minneapolis Public Schools. This has permitted the opportunity for deeper and broader human relationships.

In this decade of excellence in Minneapolis public education, each school will be affected. Within the resources available to the school district each [illegible] experiences to develop his own potential fully.

AN EDUCATIONAL GOAL FOR THE 1970'S:

An educational goal of the Minneapolis Public Schools for the next decade is quality education for all students. A quality school is 1) a school which is well-equipped and well-staffed, 2) a school in which racial composition of the student body approximates the racial composition of the total student population in the Minneapolis Public Schools, 3) a school where there is a climate of mutual trust and respect among the student body, faculty and school community, and 4) a school where a significant majority of the students perform at or above acceptable minimum reading and computation performance levels.

The accomplishment of the Minneapolis goal of full commitment to quality education for all learners will require exceptional effort including appropriate resources directed to educationally unrepresentative schools.

STATEMENT OF DEFINITION:

A school is educationally unrepresentative when:

A. The percentage of minority group enrollment in the school exceeds two times the percentage of minority group enrollment of the Minneapolis school district. Minority group enrollment of the district shall be determined each year by the Minneapolis Public Schools' sight count.

B. The percentage of majority group enrollment in the individual school exceeds the percentage of majority group enrollment in the district.

C. A significant proportion of the student population performs below acceptable reading and computation levels established by city and national norms.

For the purpose of definition, the term "minority group" includes Black Americans, Indian Americans, and Spanish-Surnamed Americans. These terms were established by the United States Department of Health, Education and Welfare. Majority group means Caucasian Americans.

RECOMMENDED PROGRAMS AND APPROACHES FOR IMPROVING EDUCATIONAL OPPORTUNITY

The following programs and approaches are recommended for expanding learning opportunities for students of Minneapolis Public Schools.

Urban Transfer Program

Students of majority group and minority group [illegible] guardians to participate in the Urban Transfer

Program 1) if such transfers will improve the racial composition in both the sending and receiving schools, and 2) if such transfers will not result in overcrowding in the receiving school. Receiving schools shall be allocated supportive staff to assist students and faculty. The receiving school shall automatically upon transfer become the new home attendance of the transferee and he shall continue through the secondary school. Transportation cost shall be furnished when needed.

Pilot Pairing Programs

The school year 1970-71 shall be a planning year for a variety of pilot programs to be instituted for the school year 1971-72. The school district supports, encourages and will facilitate pilot pairing programs between schools. Some elementary schools may be used to house primary age students, while others would house upper elementary age students. Some secondary schools may be reorganized to accomplish pairing.

New Buildings, Additions and Capital Improvements

New buildings and additions will be planned and built to draw a multi-racial population.

To the extent possible, portable classrooms will not be used as a solution for overcrowding. Useable classrooms in other schools will be used to relieve overcrowding. Students transported into the receiving school will be assigned to the regular classes along with students of the receiving schools. Overcrowding of the receiving school will not be permitted.

Size and organization of school buildings can be important in contributing to the implementation of these guidelines.

New elementary school buildings should not exceed 900 students. If more than one elementary school building is built on the same site the maximum size should not exceed 700 students.

Secondary schools may be organized on the house plan. Under the house plan the student body is divided into groups, each of which has its own administrative staff. Each "house" in a secondary school will contain approximately 700-1000 students. No secondary school shall have more than 3000 students.

Educational Centers and Learning Laboratories

Consideration will be given to the development of educational centers to serve upper elementary and junior high school age students. These centers will provide opportunities for a variety of enriching experiences in such areas as art, foreign languages, music, creative dramatics, science, and the performing arts. Students from a number of school attendance areas will attend at the same time. Similarly, learning laboratories will be established for high school students to provide opportunities for varied experiences in such areas as computer technology, occupational training, and the performing arts.

The Quarter System

Consideration will be given to organizing high schools on a quarter system to allow students easier entry and exit as well as to make better use of learning laboratories, and other rich educational resources of the city. The quarter plans that have been implemented to date have divided the regular school year into four parts.

Magnet Schools and Magnet-Type Programs

Magnet programs are designed to attract students from other attendance areas for specialized programs. The magnet program that has been implemented at Central High School draws students from surrounding junior high districts.

Consideration will be given to the establishment of other magnet programs both elementary and secondary. These programs will be designed to provide a greater number of educational options to students while improving the racial distribution. Participation in these programs will be voluntary.

Basic Skills Improvement

The 1971 and future budgets will reflect a high priority for reading and the basic skills of writing, speaking and mathematics. Curriculum consultants in collaboration with the Departments of Elementary and Secondary Education and faculty will provide leadership in the establishment of city-wide objectives for reading, computational and communication skills. Intervention programs will be instituted in any school when a significant proportion of the student population is below acceptable levels.

Administrative Decentralization by the Development of Pyramids

There are currently two Pyramids, composed of groups of related schools. The further administrative decentralization into pyramids will facilitate delivery of services to children and faculty, and improve communication with parents and citizens. Fiscal control and policy determination shall remain the responsibility of the Minneapolis Board of Education.

Specialized Programs

1. City-wide observances and programs will be developed to celebrate American Indian Week, Black History Week, and National Brotherhood Week. As an extension of our effort to develop understanding and appreciation it would be appropriate to commemorate Americans from many racial and ethnic groups who have served humanity.
2. Cooperative educational programs shall be established among schools to allow students, faculties and parents from various groups to work together in such creative learning situations such as multi-racial retreats and music/art festivals.

Schools' Boundaries

Schools' boundaries will continue to be reviewed annually. Alteration of boundaries will depend upon factors such as safety, distance, transportation, integration, and capacity of buildings.

Curriculum Development

Curriculum is the heart of a sound program for quality education and is designed in part to prepare all students for life in a multi-racial community, nation, and world.

1. A comprehensive K-12 social studies program shall be required of all students, focusing on awareness to the American experience including all ethnic groups. Such a program is being developed by social studies curriculum consultants in collaboration with the faculty and shall be ready for implementation by Fall, 1973.
2. Contribution of minority and ethnic groups shall continue to be included in the regular curriculum, K-12. Minority history shall continue to be offered as a special elective in high schools.
3. Supplemental short units on minority and ethnic cultures shall be developed, tested, and implemented. The responsibility for development and implementation of such materials shall rest with the appropriate curriculum consultants working in collaboration with the Department of Intergroup Education.
4. Consideration shall be given to the establishment of minority cultural centers.
5. Effective September, 1970, the Task Force on Minority Cultures, under the direction of the Department of Intergroup Education, is focusing its efforts on staff development and teaching in predominantly Caucasian schools.
6. The principal and faculty of each school in the system will be encouraged to improve curriculum and implement new organizational patterns. Non-graded schools, team teaching, more individualized instruction and more independent study shall be encouraged.
7. Education materials will be reviewed periodically so that distortions, derogatory statements, and untruths can be eliminated. Minority group faculty will be represented on all evaluation committees reviewing any materials. The recommendations from such committees shall be coordinated through the Department of Intergroup Education.
8. Procedures for selecting learning materials shall be critically reviewed by representative faculty groups. Suppliers of learning materials will be apprised of the Minneapolis Public Schools policy regarding the necessity of honest and fair treatment of all groups.

Personnel Practices

1. Intensified efforts to increase the number of competent and qualified minority group administrators, teachers, and other school staff, and civil service personnel shall be continued.
2. New minority group teachers and administrative personnel will be assigned to schools throughout the system so that the faculty as well as the student population better reflects the racial composition of the total school district's student population.
3. Continuous efforts shall be made to recruit and maintain a cadre of teaching faculty and staff who are sensitive, competent and committed to the needs of the inner-city child.
4. Special attention shall be given to the recruitment of experienced and successful inner-city teachers.
5. Teacher training institutions, the State Department of Education and the Civil Service Commission will be encouraged to assist minority group persons to qualify for certification and placement at all levels within the Minneapolis Public Schools.
6. Experienced staff in schools on the outer edge of the city will continue to be encouraged to exchange with teachers in inner-city schools.
7. A reserve teacher cadre of experienced and specially trained supportive personnel should be assigned to inner-city schools. In addition to regular substitute duties, these substitutes should free the regular teachers for training, curriculum planning and increased parent contacts.

Faculty and Staff Development

1. Appropriate programs in human relations, minority history and culture, and other related subjects will be offered to all staff members of the Minneapolis Public Schools throughout the year.
2. Orientation and in-service training with special emphasis on human relations will be mandatory for all teachers new to the Minneapolis Public Schools.
3. City-wide released time programs for faculty and staff, implemented September, 1970, will be continued. Released time gives school faculty additional opportunities to work on more effective educational programming. As part of this program, all school personnel will participate in appropriate human relations activities.

SUPPORTIVE MEASURES

Research and Evaluation

The Department of Research, in collaboration with appropriate consultants and faculty shall establish research and assessment procedures for programs related to integrated education. Periodic reports shall be made to the Superintendent of Schools. Research findings and experiences of other communities will also be used in planning educational programs.

Public Information: Annual Sight Count

Yearly sight counts will be conducted in all schools. This information will be collected by the Information Services Center, and submitted to the Department of Health, Education and Welfare, the State Department of Education, and the Minneapolis community.

The Student

All efforts by the Minneapolis Public Schools to implement these Guidelines have the ultimate goal of improving the educational program for students, but additional recommendations for students include:

1. Student activities designed to enhance student rights, responsibilities, and conduct will receive continued attention.
2. Efforts will be made to involve students in planning their education and in determining school policy.
3. Non-school organizations requesting school participation of Minneapolis Public Schools students shall provide the administration with a written statement of assurance that participating students will not be discriminated against because of race, color, creed, or national origin.
4. Recruitment of students and interviews with students for purposes of college, vocational trades, apprenticeship programs, employment and scholarship programs will be on a nondiscriminatory basis. All activities will be open to eligible students irrespective of race, ethnic origin, or religion. Particular consideration shall be given to recruitment and interviewing of students where such involvement is determined by the school as offering equal educational opportunities.
5. School clubs and other student-school related activities shall not bar membership to students because of race, color, creed or religion.

The State of Minnesota

The Minneapolis Board of Education appreciates recent State efforts to improve the quality of urban public education. There are a variety of additional ways in which the State could become a partner with cities as they move toward integrated education such as:

1. Providing additional State aids for students coming to schools in first grade with reading handicaps.
2. Providing transportation and tuition aids for urban and inter-district transfer program.
3. Removing the building construction bond limitation.
4. Revising the State aid formula.
5. Providing construction aid for new buildings or additions which are planned to house a multi-racial, multi-economic level student population.
6. Providing additional equipment and learning materials for inner-city schools.
7. Supporting Minneapolis' nationwide efforts to recruit minority group employees.
8. Determining that human relations experiences be a requirement for State certification and that such training be a prerequisite to obtaining an education degree from State institutions of higher education.
9. Providing financial support for early childhood education programs.

The Minneapolis Community

1. Community understanding and support is es- [illegible] Public Schools. The administration and teachers will increase their efforts to communicate plans and programs by use of the news media, speakers, information materials, our own radio station (KBEM), and other effective ways.
2. To the extent possible the implementation of major new programs will be preceded by presentation, discussion, and solicitation of concerns from students, faculty, parents and other citizens.
3. Area/regional or pyramid advisory committees will be used as components of a city-wide schools community communication network. Major responsibility for coordination with local school communities rests with each principal.
4. The School Building Planning Department shall keep the Superintendent of Schools alerted to developments in city housing patterns and will arrange periodic sessions among representatives from the Housing and Redevelopment Authority, City Planning Department, other housing and real estate groups and officials of the Minneapolis Public Schools.
5. The Minneapolis Board of Education fully supports all efforts of the city, public and private groups to insure open housing patterns and will designate a member of the Personnel Department to assist school employees in securing adequate housing.
6. The Minneapolis Public Schools welcomes communications from public and non-public schools and other educational institutions in the area to promote efforts to provide quality integrated education.

IMPLEMENTATION:

The School administration will begin a development of a Minneapolis comprehensive plan based upon these Guidelines with clearly stated educational goals, order of priorities, and delineated program components.

A legislative program will be based in part on these Guidelines for submission to the 1971 Minnesota Legislature.

Implementation of a quality educational program is in large part contingent upon the availability of adequate Federal, State and local funding. Support from the private sector becomes increasingly important and appropriate.

The Minneapolis Board of Education recognizes the limitations it faces with insufficient funds and will do all in its power to secure sufficient funds to recruit and retain competent teachers, administrators and supportive personnel upon which a quality education is dependent. The need for more equipment, sufficient supplies and materials for classroom instruction is acknowledged.

SUMMARY

The challenge of the 70's is a great opportunity for people of Minneapolis and various school-community agencies to respond and contribute to the improvement of the human condition in the city. The [illegible] quality education to every student in the Minneapolis Public Schools.

—Intergroup Education
ISC - PUBLICATIONS 1972

Desegregation/Integration

1972/1975...

SUMMARY OF
PROPOSALS for CONSIDERATION

Based on the 1970 Human Relations Guidelines

Revised March 16, 1972

MINNEAPOLIS PUBLIC SCHOOLS

An Equal Opportunity Employer

- SUMMARY -

Desegregation/Integration 1972-1975
Proposals for Consideration Based on the
1970 Human Relations Guidelines
Submitted to the

BOARD OF EDUCATION

Richard F. Allen, Chairman

Frank E. Adams	W. Harry Davis	Mrs. Marilyn A. Borea
Philip A. Olson	David W. Preus	Stuart W. Rider, Jr.

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IV. Conclusion

The following sections summarize a much more detailed proposal presented to the Minneapolis Board of Education on March 14, 1972.

INTRODUCTION*

This report represents the Minneapolis Public School administration's response to the Board's request for recommendations on how the system may move to overcome segregation and provide quality integrated education.

The Minneapolis Human Relations Guidelines (HRG), as approved by the Board of Education in 1970, speak to the importance of teaching and learning the basic skills of reading and writing and arithmetic. They also speak to the importance of a school where there is a climate of mutual trust and respect among the student body, faculty, school and community. They also acknowledge that an absence of inter-racial experiences may lead to fear, ignorance, prejudice and racism.

The administration's recommendations to the Board are designed to accomplish the goals of the Human Relations Guidelines.

The proposals will not provide opportunities for all schools in the city to have full-time opportunities for integrated education, but there can be concurrent planning for programs of inter-school full and part-time visits and for important curriculum and human relations programs.

The plans that follow include many faculty and community ideas and are designed to allow the Minneapolis community to have control over its own planning for integration.

The administration and Board have never advocated massive, compulsory, cross-city bussing for Minneapolis and such will not be found in these proposals.

We find nothing sacred in a fixed ratio of 30% minority-majority ratios, believing our schools may vary in racial and socio-economic composition status. We will not disperse our minority population to schools in small numbers. There will be no random selection of students for programs of student exchange. Primary emphasis will be placed on the human relations/integration aspects of our plans.

The only students to be involved in new programs beginning September, 1972 will be some of the newly-entering students to Jordan and Franklin Junior High Schools and Central and Washburn High Schools.

We will work through a variety of voluntary programs to improve the racial composition of our schools. We will use the 1972-73 school year to strengthen human relations inservice training opportunities for our faculty and staff. We will also permit limited access to the Southeast Alternatives by children from throughout the city.

Several antiquated elementary schools will be closed over the next three to five years. We recommend the concept of expanded community schools which will house students from larger attendance areas in centralized facilities which will be constructed and administered so as to assure quality education.

We will provide planning time for faculty and staff to help insure all children will have a receptive and secure place for learning.

Much responsibility for success in this undertaking is resident on the teachers, staff and principals of our several schools.

We will not be in the position of garnering the moral and political and financial support required of the HRG without a commitment to change.

The federal government has not given leadership nor adequate attention to the dilemma of the cities. The state has called for integration and quality in education, but has not provided the financial support needed to accomplish these goals

Every school district--city, suburb, and rural--has a stake in the efforts of any district to improve its educational program. We look forward to state and federal support within the next year to support our efforts.

We will blend human relations and curriculum development so that subjects such as anthropology, history and literature can help increase our awareness and understanding of those who are poor, deprived and discriminated against. We will increase our efforts to purchase books and teaching materials which accurately reflect the contributions of minorities.

We will call upon students, parents, and citizens to assist us in developing and refining and modifying, perhaps expanding, proposals of this report for improving our schools.

We stand at a critical point. We either move ahead or we abdicate our responsibility which will permit the seeds of inhumanity, disassociation, disharmony and unloveliness to spread within and beyond our city.

Housing and job equality are important along with education, and we hope that other forces in our community will search for ways to establish employment and residential equality.

We will give greater attention to recruiting of minority faculty and staff for the important professional and building support services needed.

Our efforts in improving human relations may, at times, be confused with permissiveness and independence in the absence of restraint. While we will commit time to curriculum and human relations, we will stand firm on the issue that schools be places where learning can take place.

Let me repeat--our goal of quality integrated education, shall be represented by schools where there is a climate of mutual trust and respect among students, faculty and school community--and where inter-racial experiences help eradicate the fear, the ignorance, the prejudice and the racism which so threaten us today.

* Summary of introductory comments to the Board of Education by Superintendent John B. Davis, Jr.

I. GENERAL PROGRAM SUPPORT

The 1970 Human Relations Guidelines also state that an educational goal is a quality education for all students. The desegregation-integration recommendations proposed are currently supported in various ways throughout the entire school district. This section illustrates and points out the many ways in which the several recommendations pertaining to elementary and secondary schools are also reinforced by and interrelated with existing citywide supportive services.

A. EXPANDED URBAN TRANSFER PROGRAM

The Urban Transfer Program is a voluntary program to permit the transfer of students to improve the racial composition in each school. Since its inception in 1967, 1,114 students have transferred under the Urban Transfer Program including 263 in 1970-71 and 401 in 1971-72. Thirty-five schools have received students. Only [illegible].3% of these students have terminated their participation in five years. The Department of Intergroup Education reviews all applications and provides supportive assistance to students and their families. Orientation meetings are held by school personnel and participants. Urban Transfer aides serve in six schools. It is the recommendation that the Urban Transfer Program be expanded:

1. **The present program is successful and Minneapolis will be building upon success.**
2. **The program provides options for some parents to select the school and, to a degree, the style of learning to be experienced by their children.**
3. **The program builds upon existing schools, programs, and personnel, and, to a degree, existing transportation.**

To expand the Urban Transfer Program several additional steps will need to be considered:

1. **Provisions for hot lunches should be available in all elementary schools as soon as possible to allow children under the transfer program to remain for the entire instructional day. Ideally, 14 of the 28 schools should have lunch facilities provided by the fall of 1972, and the remaining 14 by the fall of 1973. The estimated cost for supervisory aide service for each school program is $3,000 per year. Minor building modifications in each of the schools for wiring, plumbing, etc., is estimated to be a total of $50,000 to $60,000 fdr the 28 buildings.**
2. **It is hoped that an additional support person can be assigned to the office of Intergroup Education for each additional 500 students involved in the Urban Transfer Program. The elementary and secondary education divisions will examine their aide budgets in an effort to provide funds for additional support for urban transfer students and their families at the receiving schools.**
3. **Present Board policy provides a bus for each 20 or more students from an area involved in the Urban Transfer Program. Consideration should be given to changing this requirement for a bus, to 10 or more students. Any student under the Urban Transfer Program who requests transportation reimbursement may receive it if he uses existing transportation facilities. Eighty percent of this cost is state reimbursed.**

Southeast Alternatives Program Citywide Open Enrollment

A new variation of the Urban Transfer Program will be the voluntary citywide provision that interested majority and minority students can apply under an open enrollment policy to participate in one of the five Southeast Alternatives schools: Marshall-University High School (grades 7-12), the Free School (K-12), Tuttle Contemporary School (K-6), Marcy Open School (ages 5-11), and Motley-Pratt Continuous Progress Schools (ages 5-11). Southeast Alternatives asks the parent to select the school and the style of learning to be experienced by his child. Supported as a five-year United States Office of Education Experimental Schools project, admission criteria will be established so as to maintain the Southeast schools' commitment to a racially and economically diverse student population. The receiving school shall automatically upon transfer become the new attendance district of the transferee and he shall continue through the secondary school. Transportation costs shall be furnished when needed under Board of Education policy.

B. CURRICULUM DEVELOPMENT AND SPECIALIZED PROGRAMS

A comprehensive K-12 social studies program for all Minneapolis students focusing on awareness to the American experience including all ethnic groups continues to be developed and implemented throughout the district coordinated by the Elementary Curriculum Department and the Department of Secondary Social Studies. This work is being assisted by the Department of Intergroup Education and the Task Force on Ethnic Studies.

Since 1972 is the textbook adoption year for social studies, additional local resources are being directed in furthering the goal toward a comprehensive K-12 social studies' curriculum as specified in the 1970 Human Relations Guidelines.

Ethnic studies courses are being offered in a majority of high schools and in several junior high schools. A proposal has been submitted to the State Department of Education for funding under Title III to expand the Task Force on Ethnic Studies.

The primary responsibility of the Task Force on Ethnic Studies is the initiation, creation, and development of curricula materials dealing with multi-ethnic cultures. These materials developed in micro-units are usually in the field of social studies, history, political science and black studies, but some units have been developed for literature music and art courses as well. A wider school system use of these materials is recommended.

In an effort to expand the curriculum of multi-ethnic materials in 1971-72, the Department of Intergroup Education opened communications with six ethnic groups: The Japanese-American Citizens League, from which several bibliography sources were collected; the Anti-Defamation League; the Minneapolis Jewish Council; the American Association for Jewish Education; the Minneapolis Polish Alliance; the American Swedish Institute; the Sons of Norway; and the Mexican-American Committee. Seventeen units reflecting an experience of Black Americans and Indian Americans have been developed and field-tested for citywide distribution.

Helping non-Indian students and educators understand and appreciate Minnesota Indian culture was one objective of the Minneapolis Title III Audiovisual Based Indian Resource Unit completed in 1971. Program staff produced, tested, evaluated and made plans for the distribution of a series of film-sound programs that illustrated the problems, culture and progress of Minnesota Indian people. Eight instructional units have been distributed to 100 Minneapolis schools.

A Learning Materials Committee is operative in the various academic disciplines. Minority group faculty and staff are represented on all such committees. When materials are thoroughly screened and approved they are recommended to the Superintendent for Board of Education approval.

Procedures for selecting learning materials are critically reviewed regularly and suppliers of learning materials are apprised of the school district's policy regarding the necessity of honest and fair treatment of all groups.

It has been and will continue to be the practice of the Minneapolis Public Schools to promote citywide school and community observances and programs to celebrate American Indian Week, Black History Week, Dr. Martin Luther King Day, as well as other national and state recognized observances of the contribution of other ethnic American groups. The Task Force on Ethnic Studies develops, publishes, and distributes to all schools educational materials for these special occasions.

C. PERSONNEL PRACTICES

The personnel practices of the Minneapolis Public Schools are designed to encourage the recruitment and employment of individuals who are sensitive, competent and committed to the educational needs of all students. Efforts will continue so that the faculty and staffs in all schools will better reflect the diversity of the student body that comprises the total school district's student population. The personnel practices are also designed to fully support the desegregation and integration program of the Minneapolis Public Schools.

In 1971-72 there are a total of 534 minority personnel on roll, including both classified and certificated. This is an increase of 53 over the previous year. The number of schools having minority certificated employees increased from 65 to 69 out of 100 between 1970-71 and 1971-72.

The Personnel Department's priorities for 1972-73 and beyond include:

1. Since 1964 there has been a greatly expanded recruitment program from one of visiting placement offices in the immediate five-state area to a nationwide program. In the last four years this effort has been directed more and more toward recruiting on campuses having a high percentage of minority students enrolled. The major effort in the last two years has been in this direction.

2. Civil Service positions are filled on the basis of the results of competitive examinations. Recent efforts have been made to modify these regulations and provide additional opportunities for minority candidates. Currently plans are being made through school counselor contact and job fairs to encourage students to seek school employment. The Personnel Department will continue to work with the Civil Service Commission and other agencies to recruit minority personnel.

3. Every effort will be made to assure that the staff of individual schools becomes better integrated. These efforts are limited because of three factors:

    a. the limited number of anticipated vacancies;

    b. the present transfer policy gives preference to teachers presently employed over newly hired teachers in the filling of vacancies;

    c. the limited supply of minority teacher and administrative candidates.

4. Each year teachers are encouraged to request transfers and one year exchanges with other teachers. The response for exchanges has been quite limited in the past but there appears to be an increased interest in this type of movement during the current year. The Personnel Department will vigorously promote this voluntary faculty program.

5. Two years ago a reserve teacher cadre training program trained reserve teachers for inner city schools under a federally funded program. In addition, under the Emergency Employment Act, ten teachers have been employed as reserve teachers to improve the service to schools not previously having a specific reserve teacher assigned to that school. These reserve teachers will be employed as long as funds are available.

D. FACULTY AND STAFF DEVELOPMENT

Faculty and staff development appear in the costs section of all plans. Areas of activity under this plan include:

1. Program Development--when staffs change from one program to another such as from self-contained to continuous progress, or from one text to another, major adjustments in teaching techniques, organization, and materials must be made. The development of programs requires time, concentrated effort, and financial resources.

2. Human Relations--the ability to communicate effectively with sensitivity is required increasingly in today's educational processes. These skills must be developed by staffs if they are to maximize their educational effectiveness.

3. Ethnic Studies--as Minneapolis desegregates its schools, teachers will come in contact with students and parents from diverse ethnic backgrounds. To effectively work with groups, the teacher must be sensitive to the values, attitudes and outlooks possessed by those various individuals.

During 1971-72, progress has been made regarding:

1. Faculty representatives from 100 schools continue their citywide efforts on the Human Relations Chairmen Committee assisted by the Department of Intergroup Education. An all-day communications laboratory was held in November and another in January. Two faculty members were appointed on special assignment in January to assist the administration in securing faculty reactions and suggestions to the three desegregation plans. These faculty members will continue until June in securing faculty and staff responses to the Superintendent's March 14 recommendations.

2. Orientation and inservice training programs for new teachers have been conducted in 1970-71 and 1971-72 using Title I funds as well as local funds in the pyramid schools. These efforts will continue for new teachers.

3. Proposals for funding from private foundations have been submitted for the establishment of the Minneapolis Human Relations Training Center. Three distinct components have been identified in order to provide assistance to all local building faculties and staffs. The first component will provide all faculties with human relations training activities designed to increase the potential for successful integration. A second component will provide classroom teachers with assistance in the development of instructional materials in the various disciplines while the third component will increase the capacity of the Task Force on Ethnic Studies to provide supportive curriculum development services. Action on these proposals is expected by this summer.

4. Tuesday released time for faculty and staff has been used for curriculum development, group planning time for teaching teams and teachers at different grade levels, consultants' meetings, and a variety of staff development activities including aspects on human relations. It is anticipated that the program will continue in 1972-73. A significant number of released time programs

with a particular emphasis on matters pertaining to desegregation and integration will be held in each Minneapolis school.

E. THE STUDENT

Efforts by the All-City Student Council to present a Student Rights and Responsibilities Document culminated in the adoption of a statement by the Board of Education on June 8, 1971.

The 1971-72 school year has seen the implementation of the Student Rights and Responsibilities statement in all senior high schools. Several boards of review have been used to hear student complaints. A voters registration drive in all senior high schools has allowed eligible students to register within their local schools. Senior high school principals reaffirmed their position not to participate in Girls' State unless discriminatory policies were eliminated. The Minneapolis Schools will continue the commitment to enhance the educational opportunities of students by further implementation of the 1970 Human Relations Guidelines and the 1971 Students' Rights and Responsibilities Guidelines as adopted by the Board of Education.

F. THE COMMUNITY

There is a constant effort to communicate accurately and quickly with the Minneapolis School community and there have been significant efforts in the past several years.

Over 10,000 copies of the 1970 Human Relations Guidelines have been distributed. Approximately 100 meetings in schools were held during the winter 1971-72 to discuss the three desegregation plans and the Board of Education held a public hearing February 8, 1972. Public information sessions are planned April 4 and 5.

G. THE STATE OF MINNESOTA

The 1970 Human Relations Guidelines contained nine recommendations for consideration by the 1971 Minnesota Legislature. A review of the 1971 Minnesota legislative session and its relation to the Minneapolis Public Schools proposals includes:

1. Regular transportation aids were provided Minneapolis taxpayers for the first time in history which will support students involved in the urban transportation program. No transportation nor tuition aids were provided for interdistrict transportation programs.

2. The state aid formula was revised. The basic aid was increased and additional payments assigned for students from AFDC families. For the 1972-73 school year the Minneapolis Schools will receive approximately 32% of its budget from state funding sources, but a local levy limitation has been imposed.

3. Funds were made available under Chapter 934 to support human relations training for the total building staffs from fourteen Minneapolis Public Schools during the coming school years.

4. A Council on Quality Education was established to encourage educational innovations, and on March 1 Minneapolis submitted at least thirty proposals for consideration. Notification should come within the next few months.

The 1973 legislative program will be developed with participation from faculty, staff, parents and community groups. The legislative program will again contain portions designed to support quality integrated education. Another effort will be made to extend the building construction bonding authority of the district to meet the still existing rehabilitation and new building needs.

H. RESEARCH AND EVALUATION

Coordinated by the Research and Evaluation Department, several studies have been completed or are in process related to evaluating various aspects of the Human Relations Guidelines. Efforts are divided into three sections: first, studies related to a review of literature, most of it on desegregation; second, a listing of completed studies; and, third, a brief synopsis of studies in progress.

As the Minneapolis Schools proceed with desegregation and integration, there is the concurrent commitment for further careful research and evaluation studies.

I. BASIC SKILLS IMPROVEMENT

The Minneapolis Public Schools place high priority on reading and the basic skills of writing, speaking and mathematics. This fundamental priority is exhibited in the commitment of local and federal funds yearly. It is anticipated that with the approval of the desegregation and integration recommendations as proposed, Title One funds will continue to be available to serve those students who are low income and educationally disadvantaged as defined by the federal government. Minneapolis will still be able to concentrate its funding on particular schools and student populations.

A wide variety of educational programs have been initiated by building faculties and staffs in recent years in the determined citywide effort to enhance students mastering the reading, communication and computational skills. Many of these programs in the basic skills area are made possible through funds provided by federal legislation. Among the many federal programs concentrating on the basic skills and related areas are:

1. The Bryant-Mann and Lincoln-Hay Concentrated Education Centers which include Bryant Youth Educational Support and Lincoln Learning Centers
2. Clinton Pilot Cassette Center
3. Individually Prescribed Instruction in Math
4. Job Corps Reading
5. Auxiliary Personnel Program (Aides)
6. Mathematics Basic Skills Development Project
7. Mobile Learning Centers (Dorsett Trailers)
8. Project Seed - Mathematics Specialist Program
9. Pyramids Reading Program
10. Preschool for Urban Children
11. Regional Prescriptive Instruction Center (PIC)
12. Urban Centers for Quality Integrated Education
13. Student Support Program (Title Eight)
14. Adult Basic Education Program
15. Special Concentrated Employment Program (CEP)
16. Jobs 70 Program
17. Preschool Program for Hearing Impaired Children
18. MDTA Program (Manpower Development Training Act)
19. Irving Adjustment Center
20. Mann Parent Center

II. ELEMENTARY DESEGREGATION-INTEGRATION PROGRAM

A. INTRODUCTION

The proposals for elementary schools have two major goals:

1. The provision for elimination of the maximum number of racially isolated schools.

2. The replacement of the maximum number of old, obsolete pre-1900 elementary buildings.

Guidelines upon which the components are based are:

1. Keeping travel distance for students to a maximum of 30 minutes one way - with an average trip of between 15-20 minutes.
2. Not dispersing minority students in small numbers.

3. Having children from a residential area attending school with their peers.

4. Involving students from adjoining areas wherever possible.

5. Strengthening the existing commitment of the Minneapolis Schools to the community school concept with "lighted schools" that serve the entire community.

6. Accomplishing socio-economic integration where possible.

There are three basic methods proposed to accomplish the major goals:

1. Expanded Community Schools to serve a wider attendance area. They will be subdivided into units that will house between 500 and 600 students.

2. Clusters of Schools and a "Pairing" to facilitate the development of primary (K-3) and intermediate (4-6) units.

3. Pilot Program of Learning Centers where students may be involved for short periods of time in integrated and enriched learning experiences.

The elementary components have been developed in such a manner as to be generally consistent with the long-range plans for school construction developed by the Michigan State Study of 1963 and adopted by the City. Proposals from the Domian-Sargent Report of 1969 and the Citizens' School Facilities Report of 1971 have been incorporated. The components provide flexibility of use so that changing conditions and circumstances may be met. For example, schools proposed to be used as primary (K-3) and intermediate (4-6) centers may as easily serve a K-6 student population. The placement of schools has been proposed with the knowledge that the elementary school age student population is declining in Minneapolis, as it is nationally; and that a maximum amount of flexibility is required to meet changing needs.

The elementary school components which follow are predicated on the belief that the significant factor in improving the quality of educational opportunities for all children rests with a dedicated staff, supported by an involved and informed community. Time and opportunity for staff development are proposed. Consideration is given to the desire of parents to help mold the educational experiences of their children. Resources, human and material, within the constraints of available funds, are pledged.

B. PROPOSALS

1. EXPANDED COMMUNITY SCHOOL, NORTH PYRAMID AREA

    a. Construct a two-unit community school to replace Hawthorne and Lowell. The new attendance area will include all of Hawthorne and the portion of Lowell and Willard east of Penn Avenue.

    b. A primary program (K-3) will be housed in one unit and an intermediate program (4-6) will be housed in the other unit.

    c. The primary unit will have a continuous progress program.

    d. The intermediate unit will utilize team teaching.

Effects of Change:

1. Replaces Hawthorne and Lowell which are pre-1900 buildings.

2. Assists in desegregating Willard, while providing interracial experiences in the current Lowell, Bremer, Hawthorne, and Willard districts.

Timetable:

1972-73 Planning

1973-74 Staff Development, Begin construction

1974-75 Construction completed, Students assigned, Staff Development continued, Program implemented.

2. EXPANDED COMMUNITY SCHOOL, NORTH OF LAKE STREET

a. Construct a three-unit community school north of Lake Street.

b. A new attendance area will be established to include all of Adams, Madison, Greeley, and the portion of Irving, Clinton and Whittier north of Lake Street.

c. Involve Model City agencies.

Effects of Change:

1. Provides sufficient space so that a voluntary program could be developed to attract majority students from Cooper, Howe, and Longfellow districts.

2. Replaces Adams, Clinton, Greeley, Irving, Madison and Whittier, which are pre-1900 buildings with fire ratings of 5.

3. Provides space for SLBP students from Madison.

Timetable:

1972-73 Planning

1973-74 Staff Development, Construction begins

1974-75 Construction completed, Students assigned, Staff Development completed, Program implemented.

3. EXPANDED COMMUNITY SCHOOL, SOUTH OF LAKE STREET

a. Construct a three-unit expanded community school south of Lake Street to replace the old part of Mann and Corcoran.

b. Create a new attendance area that will include all of Corcoran and Mann, the portion of Irving, Clinton, and Whittier south of Lake Street, and the portion of Bancroft north of 37th Street.

Effects of Change:

1. Replaces Corcoran and the old part of Mann, which are pre-1900 buildings on inadequate sites, fire rated 5.

2. Reduces overcrowded conditions at Bancroft.

3. Desegregate Mann School and provide for integrated education for the student population in the defined areas.

Timetable:

1972-73 Planning

1973-74 Staff Development, Construction begins

1974-75 Construction completed, Students assigned, Staff Development continued, Programs implemented

4. BANCROFT-NORTHROP-STANDISH CLUSTER

Establish primary centers at Northrop and Standish and an intermediate center at Bancroft.

Effects of Change:

1. Desegregate Bancroft and provide integrated educational experiences for pupils at Bancroft, Northrop and Standish.
2. Improves racial composition within the three schools.
3. Utilizes three structures that are educationally sound that were built after 1910.

Timetable:

1972-73 Planning

1973-74 Staff Development

1974-75 Implementation date to be coordinated with Expanded Community School south of Lake Street.

5. EXPANDED HALE-FIELD COMMUNITY

a. Construct additions to Hale and Field that will absorb the Fuller School population.

b. Addition at Field will accommodate 150 students and expand Field lunchroom into multi-purpose facility.

c. Addition at Hale will accommodate 200 primary age children and a multi-purpose room.

Effects of Change:

1. Eliminates Fuller which is a pre-1900 building, fire rated 5.
2. Improves the racial composition of the Hale-Field Schools.
3. Makes a contribution to socio-economic composition.

Timetable:

1972-73 Planning

1973-74 Planning, Staff Development, Construction begins

1974-75 Students assigned, Implement programs, Staff Development continued

6. BRYN MAWR-DOUGLAS-HARRISON-KENWOOD CLUSTER

a. Eliminate Douglas and improve Bryn Mawr, Harrison and Kenwood plants.

① b. Develop primary center (K-3) on Kenwood and Bryn Mawr sites.

c. Establish intermediate center (4-6) at Harrison.

d. Construct additions to Kenwood and Harrison Schools.

Effects of Change:

1. Improves racial and socio-economic composition of affected schools.
2. Eliminates Douglas which is a pre-1900 building.
3. Provides opportunities for diversity in program and instructional options for children and parents.
4. Absorbs the Hay population south of Olson Highway.

Timetable:

1972-73 Planning

1973-74 Construction begins, Staff Development

1974-75 Rehabilitation of Bryn Mawr, Douglas closed, Pupils assigned

7. BREMER-CLEVELAND-WILLARD CLUSTER

a. Develop primary centers (K-3) at Cleveland and Willard.

b. Establish Bremer as an intermediate center (4-6).

c. Include the Willard and Lowell students who live west of Penn Avenue and the entire Cleveland and Bremer area.

d. Remove Willard kindergarten students presently assigned to Harrison.

Effects of Plan:

1. Improves racial composition of the affected schools.
2. Better utilization of equipment and teaching materials because of a shorter age span.
3. Better utilization of specialized personnel.

Timetable:

1972-73 Planning

1973-74 Staff Development

1974-75 Implementation coordinated with completion of North area Expanded Community School.

8. HAY (LINCOLN)-LORING PAIRING

a. Develop a primary center (K-3) at Loring -- requires addition.

b. Develop an intermediate center (4-6) using converted Lincoln.

c. Assign pupils from Hay, Loring and Penn to the two remaining schools.

Effects of Plan:

1. Improves racial composition.
2. Lincoln provides excellent facilities for shop, physical education and special interests.
3. Eliminates Penn which is a number 5 fire rated building. ②

Timetable:

1973-73 Planning

1973-74 Begin construction at Loring, Staff Development and Planning

1974-75 Phase out Penn, rehabilitate Lincoln, Assign students, Implement program, Continue Staff Development

9. BETHUNE-HALL-SHERIDAN-WEBSTER CLUSTER

a. Develop primary centers (K-3) at Bethune and Hall.

b. Construct a new Webster to house all students in grades 4-6 from Bethune, Hall, Webster, and Sheridan.

③ c. Close Prescott School concurrent with the opening of the new Webster; disperse students to surrounding schools.

Effects of Change:

1. Improves racial composition for affected schools.
2. Provides all students with high quality educational plants.
3. Removes elementary students from Sheridan.
4. Fulfills agreement with Webster community and Housing Authority to build a new Webster School.
5. Eliminates Prescott which is a number 5 fire rated building.

Timetable:

1972-73 Planning

1973-74 Begin construction of Webster, Staff Development and Planning

1974-75 Construction completed, Students assigned, Prescott closed, Staff Development and planning, Sheridan serves grades 7-9.

10. DEVELOP A PILOT LEARNING CENTER AT WEBSTER SCHOOL

Effect of Change:

Provides an opportunity for interracial contacts, educational experiences, and skill development not available in the home or school.

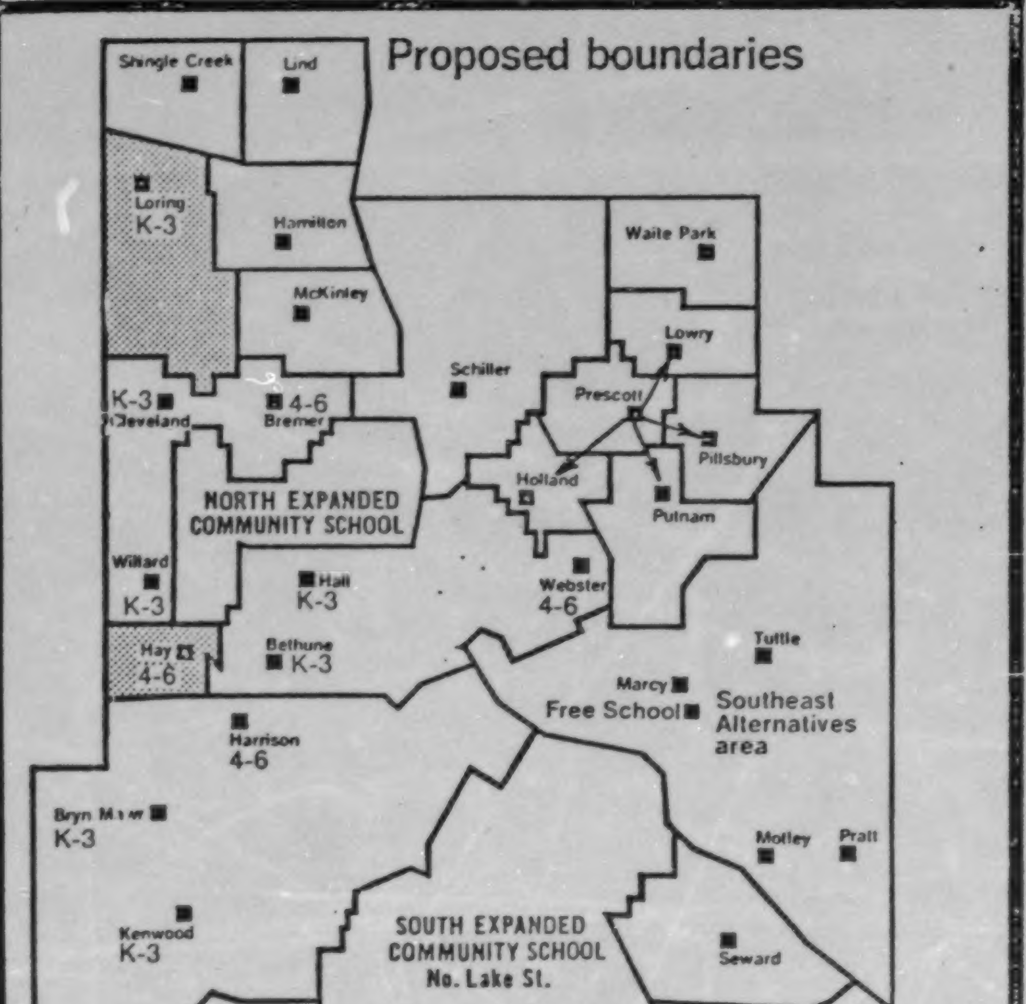
Timetable:

1972-73 Planning

1973-74 Planning and Staff Development

1974-79 Establish a center.

Minneapolis Elementary School Districts


Proposed boundaries
Shingle Creek
Lind
Loring K-3
Hamilton
McKinley
Waite Park
Lowry
Schiller
Prescott
Pillsbury
Holland
Putnam
K-3 Cleveland
4-6 Bremer
NORTH EXPANDED COMMUNITY SCHOOL
Willard K-3
Hall K-3
Webster 4-6
Hay 4-6
Bethune K-3
Tuttle
Marcy
Free School
Southeast Alternatives area
Harrison 4-6
Bryn Mawr K-3
Motley
Pratt
Kenwood K-3
SOUTH EXPANDED COMMUNITY SCHOOL No. Lake St.
Seward
Lake St.
Calhoun
Longfellow
Cooper
Lyndale
SOUTH EXPANDED COMMUNITY SCHOOL So. Lake St.
Howe
Agassiz
Bancroft 4-6
Standish K-3
Audubon
Lake Harriet
Barton
Hiawatha
Ericsson
Field 4-6
Northrop K-3
Fulton
Burroughs
Page
Keewaydin
Minnehaha
Hale K-3
Armatage
Kenny
Windom
Wenonah
Morris Park

▨ Loring-Hay pairing

Map - Minneapolis Tribune

D. SUMMARY (ELEMENTARY)

	CONSTRUCTION	STAFF DEVELOPMENT	TRANSPORTATION			NUMBER OF PUPILS TRANSPORTED
			LOCAL	STATE REIMBURSEMENT	TOTAL	
EXPANDED COMMUNITY SCHOOL, NORTH PYRAMID AREA	$ 3,500,000	$ 40,000	$ 10,000	$ 40,000	$ 50,000	500
EXPANDED COMMUNITY SCHOOL NORTH OF LAKE STREET	5,000,000	45,000	24,000	96,000	120,000	1,200
EXPANDED COMMUNITY SCHOOL SOUTH OF LAKE STREET	3,625,000*	40,000	20,000	80,000	100,000	1,000
BANCROFT-NORTHROP-STANDISH CLUSTER	50,000	30,000	14,000	56,000	70,000	700
EXPANSION OF HALE-FIELD COMMUNITY	750,000	15,000	8,000	32,000	40,000	400
BRYN-MAWR-DOUGLAS-HARRISON-KENWOOD CLUSTER	2,250,000	45,000	24,000	96,000	120,000	1,200
BREMER-CLEVELAND-WILLARD CLUSTER	250,000	50,000	18,000	72,000	90,000	900
HAY (LINCOLN) LORING PAIRING	1,150,000	30,000	18,000	72,000	90,000	900
BETHUNE-HALL-SHERIDAN-WEBSTER CLUSTER	1,700,000	35,000	14,000	56,000	70,000	700
LEARNING CENTERS	NONE	50,000 staff 10,000 materials	20,000	NONE	20,000	variable
TOTALS	$18,275,000 *plus $875,000 commitment from 1971 bond funds.	$390,000	$170,000	$600,000	$770,000	7,500

III. SECONDARY DESEGREGATION/INTEGRATION PROGRAM

A. Introduction

The Secondary Division's proposals for desegregation-integration contain three basic approaches for achieving a better racial and socioeconomic composition in the schools.

1. Changing from 3 Year to 4 Year Senior High Schools

   Moving 9th graders into the senior high schools will enrich educational opportunities for them. They will have available to them specialized courses and facilities such as advanced science, vocational education, advanced home economics and industrial arts, foreign language laboratories and computer terminals.

   When 9th graders become part of a high school which serves a larger geographical area they have greater opportunities for contact with a wider range of students economically and racially.

2. 7 - 8 Schools

   By concentrating staff and facilities in the junior high schools upon the 7th and 8th grades only, better utilization is made of both the facilities and the staff. Greater numbers of students at each grade level will allow improved utilization of teachers and plant. 7th and 8th grade students will have a wider range of opportunities, especially in art, industrial arts, home economics, science and foreign language than they would have available to them in a junior high school which serves three grades.

   The reorganization of junior high schools into two-grade units will mean they also serve larger geographical areas which provides greater opportunity for contact with a wider range of students economically and racially.

3. Boundary Changes

   The school district has historically changed boundaries to alleviate overcrowding. Boundary changes should be made which will contribute to the improvement of the racial composition of the schools. Boundary adjustment is the most economical and feasible way of moving toward the improvement of racial composition in schools.

B. Proposals

1. Boundary Changes Between Central and Washburn:

   a. Include the area north of 46th Street between Lake Harriet and Nicollet in the Central attendance area.

   b. Washburn's boundary is moved north between 35W and Columbus to coincide with Field's northern boundary.

   Effects of Change

   1. Enables the Field-Hale students to stay together from Kindergarten through 12th grade.
   2. Brings 60 students (70% minority, 30% majority) into Washburn over three years which improves racial and socioeconomic composition at Washburn.
   3. Brings 200 students (majority) to Central, which improves the racial and socioeconomic composition at Central.
   4. Over a three-year period, the change brings a total of 140 additional students to Central and better utilizes the facility. It also relieves Washburn's overcrowding by the same number of students.

   Timetable:

   1972-73

   1. 65 incoming 10th graders will attend Central rather than Washburn
   2. 20 incoming 10th graders will attend Washburn rather than Central
   3. Staff Development

1973-74

Same as 1972-73

1974-75

Same as 1972-73

2. Ramsey-Washburn Reorganization

   a. Change Ramsey Junior High from a 7-9 grade organization to a unit housing 9th grade students.

   b. The Ramsey unit will be considered part of the Ramsey-Washburn 9-12 campus.

   c. Ramsey will house those 9th graders who would have gone to Anthony and Bryant as well as Ramsey.

Effects of Change

1. Ramsey will reflect the entire range of the racial and socioeconomic composition present in the southside community.
2. Ramsey's enrollment will be reduced and serious overcrowding will no longer exist.

Timetable:

1972-73 Planning and Staff Development

1973-74 Staff Development

1973-74 Ramsey's enrollment will consist of:

1. No 7th graders.
2. 402 8th graders who attended Ramsey as 7th graders in 1972-73.
3. 421 9th graders who attended Ramsey as 8th graders in 1972-73.
4. 309 9th graders who attended Bryant as 8th graders in 1972-73.

1974-75 Ramsey's enrollment will consist of 1080 9th graders from Ramsey, Bryant, and Anthony.

3. ANTHONY 7-8 SCHOOL

a. Anthony Junior High changes from a 7-9 school to a 7-8 school.

b. Anthony will house students from its present area, except incoming 7th graders from Burroughs.

c. Students from Windom, Page, Field, Hale and Northrop who would have formerly gone to Ramsey will attend Anthony.

Effects of Change

Anthony will reflect the range of the racial and socio-economic composition present in the southside community.

Timetable:

1972-73 Planning and Staff Development

1973-74 Staff Development

Anthony's enrollment will consist of:

1. 492 7th graders from the new attendance area.
2. 293 8th graders who attended Anthony as 7th graders in 1972-73.
3. 310 9th graders who attended Anthony as 8th graders in 1972-73.

1974-75 Staff Development

Anthony's enrollment will consist of:

1. 576 7th graders from the new attendance area.
2. 519 8th graders who attended Anthony as 7th graders in 1973-74.
3. No 9th graders.

4. BRYANT 7-8 SCHOOL

a. Bryant Junior High changes from a 7-9 school to a 7-8 school.

b. Bryant will house students from its present area except those incoming 7th graders from Northrop and Field.

c. Students from Barton and Fuller who formerly would have gone to Ramsey will attend Bryant.

d. Students from Burroughs who formerly would have gone to Anthony or Ramsey will attend Bryant.

Effects of Change

Bryant will reflect the range of racial and socio-economic composition present in the southside community.

Timetable:

1973-73 Planning

1973-74 Staff Development

Bryant's enrollment will consist of:

1. 536 7th graders from the new attendance area.
2. 322 8th graders who attended Bryant as 7th graders in 1972-73.
3. No 9th graders.

1974-75 Staff Development

Bryant's enrollment will consist of:

1. 530 7th graders from the new attendance area.
2. 538 8th graders who attended Bryant as 7th graders in 1973-74.
3. No 9th graders.

5. PHILLIPS BOUNDARY CHANGE (JEFFERSON, SANFORD)

a. The Phillips boundary will move westward to include the Whittier district and the part of the Lyndale attendance area which formerly attended Jefferson.

Effects of Change

1. 325 students who formerly attended Jefferson will now attend Phillips.
2. Jefferson's enrollment is reduced so that Harrison and Hay students may be brought in.
3. A remodeled Phillips facility will be used to capacity.
4. The racial composition at Phillips will be improved.
5. Enrollment at Phillips will be 1040.

Timetable:

1972-73 Planning

1973-74 Staff Development

120 incoming 7th graders from Whittier and Lyndale enter Phillips

15 incoming 7th graders from Seward enter Phillips

1974-75 Same as 1973-74

1975-76 Same as 1973-74

6. SANFORD BOUNDARY CHANGE (PHILLIPS)

a. The Sanford boundary is changed so that Phillips will include all of the Seward attendance area.

b. Students living in the southeastern corner of the Seward district will no longer attend Sanford.

Effects of Change

1. Provides relief of the overcrowding at Sanford.
2. 45 students are moved from Sanford to Phillips.

Timetable:

1972-73 Planning

1973-74 15 incoming 7th graders from Seward will attend Phillips rather than Sanford.

1974-75 Same as 1973-74.

1975-76 Same as 1973-74.

7. JEFFERSON BOUNDARY CHANGE (LINCOLN, PHILLIPS)

a. The Jefferson boundary will be moved north to Olson Highway.

b. Jefferson will serve as a home school for all Harrison students and those Hay students living south of Olson Highway.

Effects of Change

1. 280 students from Harrison and Hay will now attend Jefferson.
2. The enrollment at Jefferson will be 1100.
3. The racial composition will be improved.

Timetable:

1972-73 Planning and Staff Development

1973-74 Staff Development

100 incoming 7th graders from Hay and Harrison will attend Jefferson.

120 incoming 7th graders from Whittier and Lyndale will enter Phillips, rather than Jefferson.

1974-75 Same as 1973-74.

1975-76 Same as 1973-74.

1976 West High School's northern boundary will be adjusted to coincide with the northern boundary of Jefferson Junior High School (Olson Highway).

8. NORTH SENIOR HIGH SCHOOL (9-12)

The new North High School becomes a 9-12 senior high school serving the junior high districts of Jordan and Franklin.

Effects of Change

1. Jordan's overcrowding is eliminated.
2. Franklin may now serve as a magnet school.
3. Franklin and Jordan become 7-8 schools.

Timetable

1972-73 Planning

1973-74 9th grade students from Franklin will attend North High.

1974-75 9th grade students from Jordan will attend the new North High.

1976 North High School's southern boundary will be adjusted to coincide with the northern boundary of West High School (Olson Highway).

9. JORDAN 7-8 SCHOOL

a. Jordan's boundary will be moved south to include all of the students in the Willard and Hay attendance areas, excluding those Hay students south of Olson Highway.

b. Jordan's 9th graders will attend the new North High School.

c. Jordan will become a 7-8 school.

Effects of Change

1. Jordan's enrollment is lowered to 958 students and serious overcrowding no longer exists.
2. Jordan's racial composition is improved.

Timetable:

1972-73 Planning and Staff Development

120 incoming 7th graders from Bremer and McKinley will attend Franklin, rather than Jordan.

1973-74 Staff Development

Jordan receives 200 incoming 7th graders from Willard and Hay.

1974-75 Staff Development

Jordan sends its 9th graders to new North High School.

10. FRANKLIN 7-8 SCHOOL

a. Franklin boundary moves north to include that area of Bremer east of Dupont and all of the McKinley district with the exception of two blocks at the northern edge of the McKinley district which will be optional to Olson.

b. The western area of Bethune is placed in the Franklin attendance area.

c. Franklin's 9th graders attend North High School.

Effects of Change

1. Franklin becomes a 7-8 school.

2. Franklin gets maximum use.

3. Franklin's racial composition is improved.

4. It becomes possible to establish a magnet program at Franklin designed to serve North and Northeast.

Timetable:

1972-73 Planning

Boundary changes with Jordan and Lincoln will be completed.
Franklin becomes a 6-9 school.

1973-74 Staff Development

Franklin 9th graders will attend North. Franklin becomes a 6-8 school.

1974-75 Staff Development

Hawthorne 6th graders will be sent to new Expanded Community School and Franklin becomes a 7-8 school. Magnet school at Franklin is established.

11. LINCOLN JUNIOR HIGH GRADE REORGANIZATION

Lincoln will be changed from a junior high containing grades 7-9 to a 4-6 intermediate school.

Effects of Change

1. Room becomes available for a 4-6 intermediate school.

2. Eliminates Hay which is an obsolete building.

Timetable:

1972-73 All incoming 7th graders from Bethune will attend Franklin.

1973-74 120 incoming 7th graders from Willard will attend Jordan
100 incoming 7th graders from Harrison and Hay (south of Olson Highway) will attend Jefferson.
95 Hay students living in the new Jordan attendance area will attend Jordan (north of Olson Highway)

1974-75 All Lincoln students move to North (as 9th and 10th graders).

12. OLSON-HENRY REORGANIZATION
a. Olson becomes a 7-8 school.
b. Henry becomes a 9-12 senior high.

Effects of Change
1. Olson's enrollment is reduced to make room for urban transfers.
2. The overcrowded condition at Henry is relieved.
3. Henry will be able to receive urban transfers in 1975-76.

Timetable:
1972-73 Planning
1973-74 Staff Development - Henry 7th graders attend Olson.
1974-75 Staff Development - Olson's 9th graders attend Henry.

Integration Efforts in Schools Not Affected by Boundary Changes or Grade Reorganization:

Junior High Schools:

Urban Transfer Program:

Through the Urban Transfer Program, Folwell Junior High School and Olson Junior High School have been desegregated to the point that the minority population at these two junior high schools is just over 10%.

Beginning in the spring of this year intensified efforts will be made to increase the number of students taking advantage of the Urban Transfer Program. These efforts will be made in the schools which are presently receiving urban transfer students, as well as in schools which will have space available in the future. Plans will be made this spring to increase the number of students taking advantage of urban transfers into Sheridan Junior High School for the fall. Since space will become available in the fall of 1973, because of declining enrollments, Northeast Junior High School and Nokomis Junior High School will become available as receiving schools for urban transfer students.

Space will become available in Southwest Junior High School in the fall of 1974 for urban transfer students.

Magnet and Enrichment Programs:

Planning will start in the fall of 1972 for the development of a magnet program at Franklin and an enrichment program at Bryant. These programs will provide opportunities for enrichment and acceleration for students with interests and abilities to take advantage of such programs. The Franklin program will be designed to attract junior high school students from North Minneapolis and Northeast Minneapolis.

Learning Centers: (Junior High)

Upon the completion of the new Webster Elementary School, elementary students will no longer be housed at Sheridan. This will make space available at Sheridan Junior High School. In the fall of 1972 planning will begin to create an ethnic studies center at Sheridan. Junior high school students from all over the city will be able to participate in special activities at the center designed to provide opportunities for students to have multi-racial contacts and to study the contributions of various ethnic groups. It is proposed that during any school year students could spend from two to four weeks at the ethnic studies center. Emphasis will be placed on attracting students from schools which will not be affected by desegregation-integration programs to meet with students from schools with high concentrations of minority population.

Senior High Schools:

Urban Transfer Program:

Partly due to the Urban Transfer Program, Marshall-University High School's minority enrollment is over 15%. In the fall of 1973 Edison High School's enrollment will decline to the point that Edison will be eligible to receive urban transfers. During the 1972-73 school year special efforts will be made to attract urban transfers to Edison, as well as to make the school more attractive to minority pupils.

Magnet Programs:

The Magnet Program at Central High School will be open to interested and able students city-wide. As soon as room is available at the new North High School, a magnet program similar to the program at Central High School will be initiated at North.

Vocational Learning Laboratory

A major component of a full, rewarding and productive adult life is gainful employment. A rapidly changing labor market, spurred by an accellerating technology, demand, pre-employment training. (Approximately 60% of Minneapolis Public School's High School graduates do not enter collegiate institutions.)

- Planning is currently underway for greatly expanded vocational offerings both at the Vocational School and the ten comprehensive high schools. While still in the early stages of development these programs will further facilitate/implement the human relations guidelines adopted November, 1970.

Serious consideration is being given to a proposal for converting the present area vocational-technical school into a vocational learning laboratory open to secondary school students throughout the city. In order to accomplish this, a new post high school area vocational-technical school will have to be built to provide for the post high school students now being educated in our present building. After the conversion of the present building to a vocational laboratory, 11th and 12th grade senior high students would have the option of leaving their home high schools to attend the vocational laboratory on a full day basis for one or more quarters.

The introduction of the quarter plan to the senior high schools will make the vocational laboratory easily accessible to all senior high school students. Serving as such a laboratory the vocational building will provide opportunities for many more senior high school students to learn in an integrated setting.

A Citizens Advisory Committee on Vocational Education is presently working on the plans for a post high school facility. The administration hopes to receive a report from this committee giving the time table for the referendum and building schedule sometime within the next several months.

Other Learning Laboratory Opportunities for Senior High School Students:

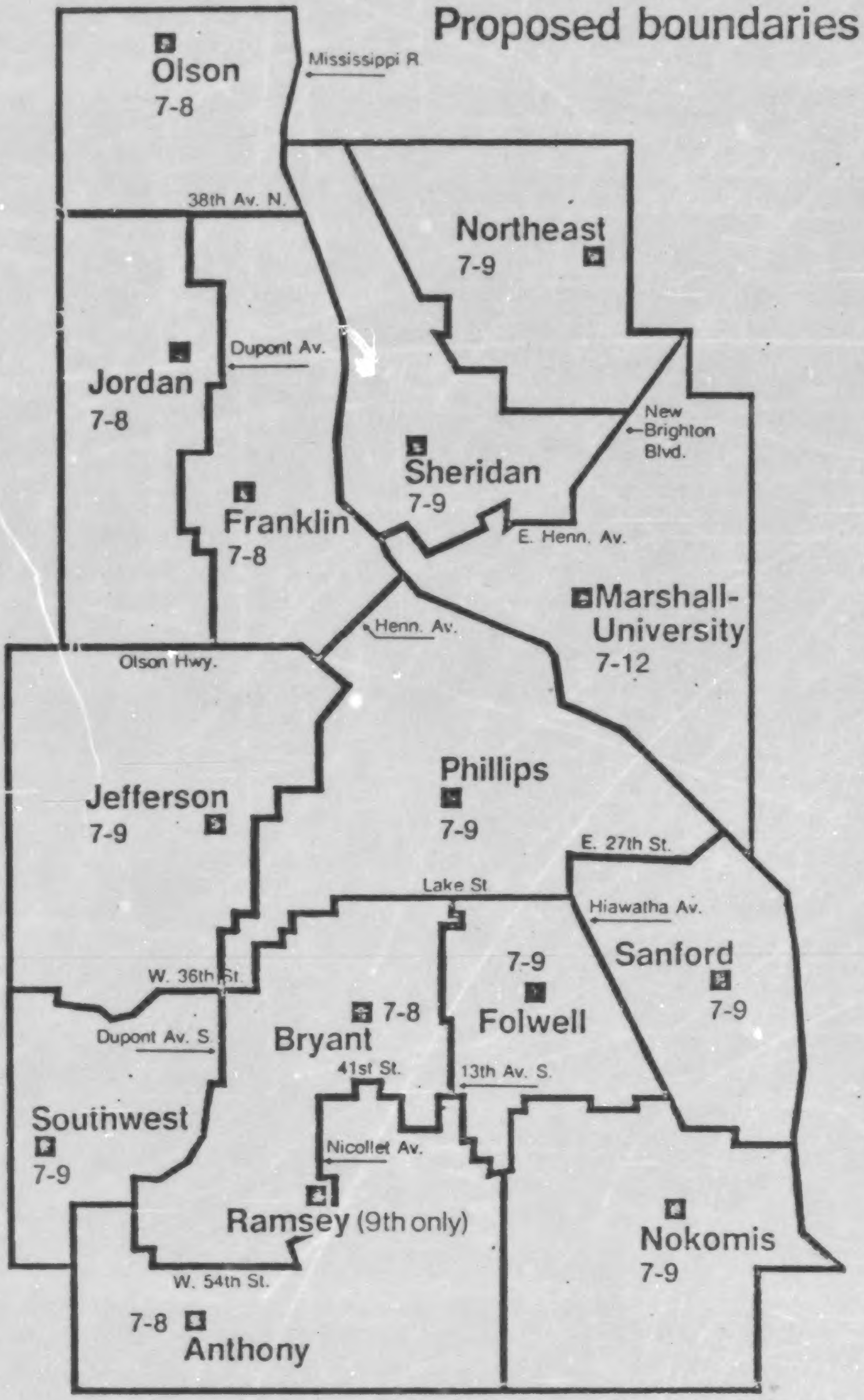
Urban Arts
Work Opportunity Center
Bryant Youth Educational Support Center (Y.E.S.)
Lincoln Learning Center

Other kinds of opportunities for learning laboratories will be expanded and new ones developed throughout the city. These learning laboratories will make short-term integrated experiences available to more students.

Inter-School Visits for Students

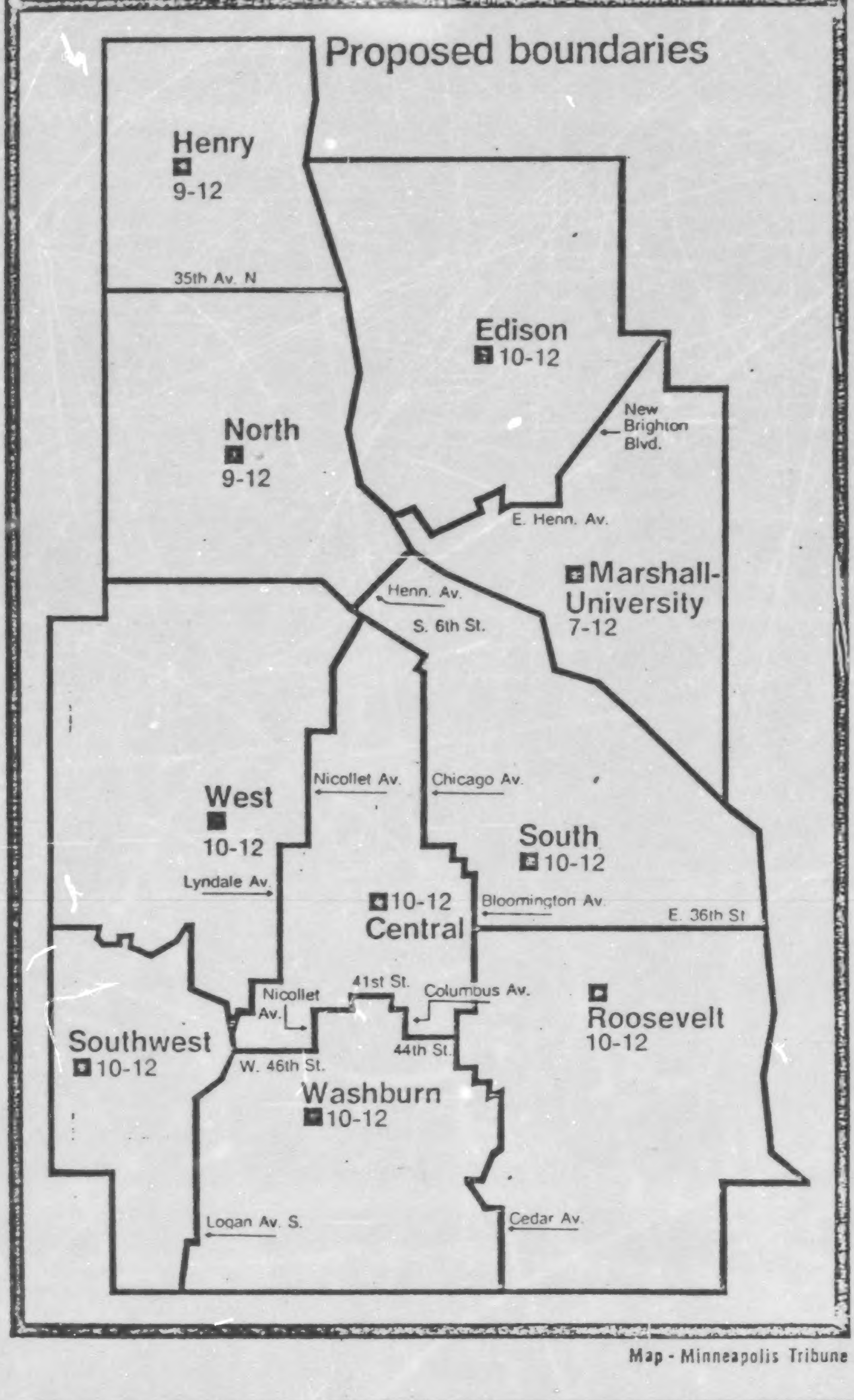
Opportunities for integrated learning will also be provided through the development and promotion of inter-school student visits. These visits will be between schools that have students with varying racial and ethnic backgrounds. Some student visits may also be developed with schools outside the city.

Minneapolis Junior High School Districts


Proposed boundaries
Olson
7-8
Mississippi R.
38th Av. N.
Northeast
7-9
Jordan
7-8
Dupont Av.
Franklin
7-8
Sheridan
7-9
New Brighton Blvd.
E. Henn. Av.
Marshall-University
7-12
Henn. Av.
Olson Hwy.
Jefferson
7-9
Phillips
7-9
E. 27th St.
Lake St
Hiawatha Av.
Sanford
7-9
W. 36th St.
7-9
Folwell
7-8
Bryant
Dupont Av. S.
41st St.
13th Av. S.
Southwest
7-9
Nicollet Av.
Ramsey (9th only)
Nokomis
7-9
W. 54th St.
7-8
Anthony

Map - Minneapolis Tribune

Minneapolis Senior High School Districts


Proposed boundaries
Henry
9-12
35th Av. N
Edison
10-12
North
9-12
New Brighton Blvd.
E. Henn. Av.
Marshall-University
7-12
Henn. Av.
S. 6th St.
Nicollet Av.
Chicago Av.
West
10-12
South
10-12
Lyndale Av.
10-12
Central
Bloomington Av.
E. 36th St
Nicollet Av.
41st St.
Columbus Av.
Roosevelt
10-12
Southwest
10-12
W. 46th St.
44th St.
Washburn
10-12
Logan Av. S.
Cedar Av.

Map - Minneapolis Tribune

D. SUMMARY (SECONDARY)

	1972-1973					1973-1974					1974-1975					1975-1976				
			Transportation					Transportation					Transportation					Transportation		
PROGRAM	Rehab	Staff Develop	Total	State	Local	Rehab	Staff Develop	Total	State	Local	Rehab	Staff Develop	Total	State	Local	Rehab	Staff Develop	Total	State	Local
Olson 7-8 center	75,000						3,000	12,100	8,800	3,300		2,000	24,200	17,600	6,600		2,000	25,300	18,400	6,900
Jordan 7-8 center		10,000					5,000	23,650	17,200	6,450		5,000	45,100	32,800	12,300		2,000	45,100	32,800	12,300
Franklin 7-8 center	10,000		17,050	12,400	4,650		10,000	33,000	24,000	9,000		2,000	33,550	24,400	9,150		2,000	33,550	24,400	9,150
Jefferson boundary change		10,000					3,000	12,100	8,800	3,300		3,000	23,650	17,200	6,450		2,000	37,950	27,600	10,350
Phillips boundary change							3,000	12,100	8,800	3,300		2,000	23,650	17,200	6,450		2,000	37,950	27,600	10,350
Ramsey 9 center		10,000					3,000	34,100	24,800	9,300		5,000	56,650	41,200	15,450		3,000	56,650	41,200	15,450
Bryant 7-8 center	75,000						10,000	26,400	19,200	7,200		2,000	51,700	37,600	14,100		2,000	51,700	37,600	14,100
Anthony 7-8 center	250,000	10,000					3,000	27,500	20,000	7,500		5,000	55,550	40,400	15,150		3,000	55,550	40,400	15,150
Washburn boundary change		10,000					5,000					5,000					3,000			
Henry 9-12							3,000					3,000					2,000			
Contingency rehab. fund	40,000																			
TOTALS	450,000	50,000	17,050	12,400	4,650		47,000	180,950	131,600	49,350		34,000	314,050	228,400	85,650		23,000	343,750	250,000	93,750

IV. CONCLUSION

The proposals included in these recommendations were developed with great care. The children of the district have been kept in central focus as these proposals were developed. These proposals if implemented will: replace 13 old and antiquated buildings, provide for three new expanded community schools and one new elementary school plus rehabilitation and updating of 17 buildings. Elementary students in several areas of the city will have the opportunity to participate in new grade placement programs where human and material resources can be concentrated to support learning. Secondary students will have new grade arrangements concentrating larger numbers of students to give added educational options. New boundary lines will contribute to better racial composition in ten secondary schools. Students will be provided new learning support as a great faculty and staff increase their capacity to support maximum learning for all students. The Human Relations Guidelines speak to the importance of the basic skills and the educational and social opportunities necessary to insure our students success in a complex and multi-ethnic world.

This report, if approved and supported, will permit the Minneapolis school system to move in the proper direction and at the appropriate time.

1972-1975 COST SUMMARY ESTIMATES

Elementary and Secondary Education
September 1972 - August 1975

	Construction	Staff Development	Transportation[3]	
			Local Share	State Reimbursement
Elementary Education	$18,275,000	$390,000	$170,000	$600,000
Secondary Education	450,000	131,000	139,650	372,400
Total	$18,725,000[1]	$521,000[2]	$309,650	$972,400

1. Approximately 19 million dollars remains of the authority to issue bonds, approved by 1969 legislative action.

2. This amount from operating budgets for three years represents approximately $50 per staff member per year. Funding for additional programs is being sought from federal, state, and private sources.

3. The state reimbursement based on legislative action in 1971 is 80% of cost, not to exceed $80 per pupil. Thus, of the $1,282,050 total transportation costs, it is estimated that approximately $972,400 would be state reimbursed.

certificated personnel so that no school is identifiable by the composition of its faculty as being tailored for a heavy concentration of either Black or White students. U.S. v. Montgomery County Board of Education, 395 U.S. 225 (1969); Brewer v. City of Norfolk, 397 F.2d 37 (4th Cir. 1968).

14. The responsibility for faculty and staff desegregation is that of the defendant, not the teachers. The achievement of desegregated faculties may not be made contingent upon the willingness of teachers to voluntarily transfer from their present schools. If necessary, a district must use its power to assign or reassign teachers in order to comply with the constitutional requirement. United States v. Board of Education of City of Bessemer, 396 F.2d 44 (5th Cir. 1968); Monroe v. Commissioners of City of Jackson, 380 F.2d 955 (6th Cir. 1967); Kelly v. Altheimer, 378 F.2d 483 (8th Cir. 1967).

15. A school district may not, consistent with the Fourteenth Amendment, maintain segregated schools because of, or permit educational choices to be influenced by, a policy of racial segregation in order to accommodate community sentiment or to appease the wishes of even a majority of the voters. Cooper v. Aaron, 358 U.S. 1, 15-16 (1958); Reitman v. Mulkey, 387 U.S. 369 (1967); Monroe v. Board of Commissioners, supra; United States v. School District 151, supra; Spangler v. Pasadena City Board of Education, supra.

16. As a matter of law, the intended and inevitable effect of a series of policy decisions made by the defendant Special School District #1, Minneapolis, Minnesota, with respect to size and location of schools, attendance zones, enrollment of various schools, transfer policies, and teacher assignments as described in the Findings of Fact set out above has been to aggravate and increase the racial segregation in its schools. These policies have been especially offensive due to the defendant's knowledge of the extensive nature of housing segregation within its bounds. Brown v. Board of Education, supra; Taylor v. Board of Education of City School District of City of New Rochelle, supra; Spangler v. Pasadena City Board of Education, supra; Davis v. School District of the City of Pontiac, supra; United States v. School District 151 of Cook County, Illinois, supra.

ORDER FOR JUDGMENT

This Court having fully considered the testimony and documents offered at trial, and the depositions and exhibits attached thereto, has concluded that it has been shown that there exists a condition of segregated schools in the City of

Minneapolis, and that the intentional actions of the defendant herein are in part responsible for this condition.

IT IS THEREFORE ORDERED that the defendant, its school board, its administrators, its employees, its agents, and all those who are in active concert or participation with them, are hereby permanently enjoined from discriminating on the basis of race or national origin in the operation of Special School District #1 or any successor district or districts which may be formed therefrom. Such injunction is directed particularly at, but not limited to, the discrimination in assignment of students and teachers within the District. As is set out more completely below, the defendant shall take affirmative action to disestablish school segregation and eliminate the effects of its prior unlawful activities. That which shall constitute minimal compliance with this Order is as follows:

1. The defendant will proceed to implement its Plan for Desegregation/Integration as adopted with four amendments by the School Board on April 25, 1972. The Court is greatly impressed by the obvious amount of consideration and preparation which went into this Plan. Its attention to staff development and human relations training is laudable and should, if anything, be stressed more strenuously. This Court is of the opinion that the Plan presented by the defendant meets constitutional requirements, except for those areas indicated below.

In accepting the District's plan, the Court is in effect rejecting most of the changes suggested by the plaintiffs' expert. This is no reflection upon him. He appeared to be objective, fair, and reasonable. However, this Court agrees with Judge Eisele that if the District's plan meets constitutional requirements a court need look no further. "It is for the school board not the courts to establish educational policy." *Yarbrough v. Hulbert-West Memphis District No. 4*, 329 F. Supp. 1059, 1064 (E.D. Ark. 1971). This is especially true when the defendant appears to be exercising good faith. The preparation of a plan of this quality in the face of this lawsuit indicates that this defendant is not a recalcitrant district whose promises are suspect.

2. The defendant's plan shall be modified in the following manner:

(a) Under the District's Plan, Bethune, new Webster, and Willard elementary schools, and the elementary schools in the Hay, Penn, Loring pairing would have minority enrollments of close to or over 40%. In light of the minority population of the District and the racial composition of other schools therein, the Court feels these percentages are too high. Therefore, the Plan should be modified so that no more than 35% of the student body of any one school consists of minority children.

This is not to say that the Constitution requires a fixed racial balance in public schools. The Court only uses the figure as a "useful starting point in shaping a remedy for past constitutional violations." Swann v. Board of Education, supra, at 25. This is a very limited use of a mathematical ratio since it will only affect five of the defendant's 94 schools. This is clearly within the equitable discretion of the Court. Swann v. Board of Education, supra; Kelly v. Guinn, supra.

(b) The District's Plan is also insufficient in that it does not go far enough in providing for faculty integration. Therefore, the defendant shall comply with the following formula suggested by Dr. Stolee. Before there are more than two minority teachers in any one elementary school, there shall be at least one minority teacher in all elementary schools. For these purposes, principals and assistant principals shall be considered teachers. The faculties of the secondary schools shall be integrated so that each has approximately the same proportion of minority to majority teachers as there are minority to majority teachers in the whole system.

[illegible] itself to possibility of a non- minority teaching majority.

While the Court is convinced that there are sound reasons of educational policy for delaying final implementation of defendant's Plan until the 1974-75 school year, it can see no similar justification for delay of faculty integration. Therefore this Plan for faculty integration shall be fully completed by the opening of the 1973-74 school year. Every effort should be made to complete one-third of the changes necessary to achieve this result by the beginning of the 1972-73 school year.

3. The District shall not allow any transfers by principal's agreement or otherwise which have the effect of increasing the segregated nature of either the sending or receiving schools. United States v. Board of Education, Independent School District No. 1, Tulsa, Oklahoma, 429 F.2d 1253 (10th Cir. 1970).

4. Any construction of new schools or additions to old schools beyond what is contemplated in the Plan shall be submitted to the Court for approval. It is not anticipated that any plans which would have the effect of increasing current segregation would be approved. U.S. v. Board of Public Instruction, Polk County, Fla., 395 F.2d 66 (5th Cir. 1968).

5. Before any changes may be made in the District's Plan for Desegregation/

integration which will have the effect of increasing or aggravating the existing segregation in defendant's schools or which will in any way delay full implementation of the Plan, the changes must be approved by this Court.

6. Periodic reports shall be made by the defendant every six months until ordered otherwise by the Court. Such reports shall indicate the number of students and teachers by race for each school in the District. They shall also advise specifically of what steps have been taken toward implementing the Plan, and indicate any place where the timetable of the Plan is not on schedule. The reports shall be filed by the 31st of December and the 1st of July each year, commencing December 31, 1972. A copy of the report shall be presented to plaintiffs' counsel at the time it is filed with the Court, and his comments will be seriously considered.

IT IS SO ORDERED.

May 24, 1972.

/s/ Earl R. Larson
United States District Judge

CHAPTER III - Process Leading Toward Implementation

A scurry of activity accompained the Court's mandate to the Minneapolis School District to implement its desegregation plan, with court modifications.

The alteration of the district's plan, which specified that no more than 35% of the student body of any one school consist of minority children, necessitated a reduction of the high percentage of minority students in the elementary schools which were easily identified as "black" schools. The district also moved to decrease the number of optional attendance zones for elementary schools, taking heed to the Court's reference to the maintenance of such zones which have the effect of permitting the "escape" of whites from black neighborhood schools.

The modification requiring the integration of faculty for September 1972 brought about increased efforts to recruit and hire minority teachers. The Court order called for compliance with the following formula:

> Before there are more than two minority teachers in any one elementary school there shall be at least one minority teacher in all elementary schools. [For these purposes, principals and assistant principals shall be considered teachers]. The faculties of the secondary schools shall be integrated so that each has approximately the same proportion of minority to majority teachers as there are minority to majority teachers in the whole system.

The Court further stipulated that the plan for faculty integration was to be completed by the opening of the 1973-74 school year.

Program development, particularly related to social studies, resulted in a few curriculum changes. In addition, several school clusters were established and the district initiated a mechanism for processing applications for pupil transfers in keeping with the Court's order prohibiting the district from allowing transfers, by principal's agreement or otherwise, which would have the effect of increasing the segregated nature of schools.

The district continued to publicize its official policy of encouraging volunteer transfers for racial balance and projected the Urban Transfer Program as a viable means of facilitating planning and easing the transition between sending and receiving schools.

Strategies used for articulating the district's plan included the news media, informative newsletters; daytime community coffee klatches; evening neighborhood meetings involving small groups; the formation of a parent advisory committee which was largely responsible for communicating the facts to local groups and reporting reactions and suggestions to the central administration; busing the parents, using the same routes as the students would follow; group visits to new schools children would be attending; and open meetings of the Board of Education. There was also a planned series of exchanges which afforded students the opportunity to visit the schools to which they were assigned and to meet with the teacher and staff. It is the general consensus that these methods of information exchange and face to face dialogue proved invaluable in the process of implementing the district's plan. Counselors were used somewhat as a sounding board for students, staff and community during the planning stages of desegregation and had as their expressed duty the conveyance of the feelings of this constituency to facilitate decision-making.

There was some open rejection of the desegregation plan on several counts expressed in the main by white parents. These views related to the loss of the neighborhood school concept, the uproar over the busing issue, the increases in costs that the desegregation plan would force upon the community and the basic fact that "many of the white parents did not want their children going to school with blacks," as emphatically remarked by a teacher.

Fears expressed, however, were not confined to white parents and community. There were also general apprehensions among black parents most of which were related to the possible loss of special educational programs and assistance for students represented by the enrichment programs in the mostly black schools.

The plan for construction of new and larger school buildings received some community support, but concerted opposition of the intent for expanded community schools was expressed at a December 1972 Board meeting and resulted in a request for a six-months moratorium on site acquisition and building proposals.

The concerns about increased costs were obviously very real and represented an issue very sensitive to a cross section of the population. The June 27, 1972 edition of the Minneapolis Star reported the results of its Metro-Poll which sought to get the community's views on busing and new construction. In response to the question as to whether people would consider busing children to nearby communities with empty classrooms to avoid building new schools, a majority of those surveyed voted a preference for busing children across community lines.

	APPROVE	DISAPPROVE	NO OPINION
ALL RESPONDENTS	51%	45%	4%
Men	56	40	4
Women	47	50	3
18 - 29	63	34	3
College	65	32	3

Although many of the busing critics had placed the emphasis of their opposition on the cost of providing bus service there was an even greater resistance to those avenues to desegregation which necessitated higher costs.

The district's response to many of the fears was on the basis that the funds to be used were mainly Federal funds, not local, and the fact that the district was desegregating under court order.

It is felt by some segments of the population that the Court's retention of jurisdiction in the case not only rendered possible anti forces in a new Board election powerless to undo the desegregation plan, but also aided in dispelling much of the community unrest. The absence of hard core resistance is also a result of frequent parent meetings during planning.

In general, the local press was described as having given little attention to public education and presenting no particular stand on the issue of desegregation. The surburbia papers, on the other hand, were reported as consistently in opposition to desegregation and quite outspoken on the issue.

Both the United Federation of Teachers and the Minneapolis Education Association are reported to have played an active role during the initial discussions of the plan, and were seen as showing strong leadership in supporting the Court order and State guidelines for desegregation, even as they delineated concerns about how the plan would affect teachers' jobs.

A major aspect of teacher and faculty preparation was the requirement of human relations training for school personnel including techniques for dealing with the unavoidable pressures and conflict crises which attend desegregation efforts. A total of ten such workshops were mandated, and some staff were engaged in training beyond this number, specifically those members who served as chairmen or coordinators of human relations programs for their particular schools.

A member of the study team observed one of the teachers' human relations workshop sessions at a high school which was led by a psychologist from the University of Minnesota. The session, with approximately eighteen people in attendance (15 whites, 3 blacks) was divided into three parts: 1) a lecture; 2) a goal setting period (where teachers identified their most pressing problems; and 3) a free discussion. The areas of the lecture presentation included:

- theoretical principles of social psychology
- cause of behavior
- different ways of influencing the behavior of others
- ways of helping students build their own self-esteem
- helping to understand prejudice
- developing a democratic atmosphere (of mutual respect).

Those involved in the workshop appeared to have valued this method of learning through instruction and group exchange.

Other special provisions were made for guest speakers at scheduled symposia and there were exchange department meetings and meetings of school personnel with Central Board staff.

In a further move to upgrade the skills of school leaders, the Minneapolis school administrators attended a three-day conference in August 1972 at St. John's University on the topic, "Humanizing Our Schools - Preparation for Development of Integrated Environments for Learning." Proceedings of the conference were reported in a published manual entitled "Minneapolis Moves to Integration."

There was some discomfort among elementary school teachers about the change from the traditional teaching method to a continuous progress instructional model. A booklet had been prepared by the district office explaining the new program which teachers were expected to implement and to articulate to parents. It was felt by some teachers that actual instruction and the content of the booklet were inconsistent and that they could not adequately interpret the program.

A teacher in one of the elementary schools reported that during the spring her administration alloted extra planning time for teachers to set up their program and permitted teachers to reorganize clusters and grouping procedures. The work served to rectify the inconsistencies and to relieve staff pressures. "The administration was as fair as it could be in view of the circumstances. These problems no longer exist."

Staff development, community involvement and the improvement of school facilities were considered essential components for the successful implementation of the plan and necessary in the district's efforts to cluster grades and to properly proceed with plans for the new expanded community schools.

The distric's report to the Court of December 1973 included a statement as to its satisfaction with the implementation process as of that date, and noted that the plan had received better acceptance by the public than might have been expected.

CHAPTER IV - Programs and Practices Incident to Desegregation

In 1967 the Minneapolis School District #1 instituted its voluntary plan to improve the racial composition of its schools and received community and faculty support. Transfers were made to the extent that in 1972 there were students from minority groups in all of the Minneapolis schools.

The court action which was brought against the district was in part based on the fact that there were yet specific schools which had high visibility as "black" schools (5 elementary, 2 junior high, 1 senior high). While segregation was declared most noticeable at the elementar level it was also true that a significant number of white students attended junior and senior high schools with only a trifling minority enrollment.

Whether or not as a direct result of efforts to more evenly distribute the student population among schools, there has been a steady decrease in white enrollment in the public schools of Minneapolis since 1968. That year there were 62,490whites in the public schools out of a total student population of 70,006--89%. The ethnic racial breakdown of student enrollment for the period 1969-1973 can be seen in Figure 1.

Although total enrollments have been decreasing at a 2% plus level for the past five years, the percent of the total enrollment represented by minority group students shows a slight increase over this period.

Year	Percent	Increase
1973-74	17.7	1.8
1972-73	15.9	1.4
1971-72	14.5	1.4
1970-71	13.1	1.1
1969-70	12.0	---

Figure 1

SUMMARY STATISTICS BY RACIAL/ETHNIC CATEGORIES*
FROM 1969 TO 1973

PUPILS

RACIAL/ETHNIC CATEGORY	1969 NO.	1969 PCT.	1970 NO.	1970 PCT.	1971 NO.	1971 PCT.	1972 NO.	1972 PCT.	1973 NO.	1973 PCT.
NATIVE AMERICANS	1,843	2.7	1,993	3.0	2,225	3.4	2,352	3.8	2,545	4.3
BLACK AMERICANS	5,528	8.1	5,944	8.9	6,351	9.7	6,542	10.6	6,882	11.7
ASIAN AMERICANS	347	0.5	329	0.5	354	0.5	352	0.6	386	0.7
SPANISH SURNAMED AMERICANS	448	0.7	461	0.7	536	0.8	567	0.9	615	1.0
ALL OTHER AMERICANS	60,112	88.0	58,207	87.0	55,735	85.5	52,076	84.1	48,405	82.3
TOTALS	68,278	100.0	66,934	100.1	65,201	99.9	61,889	100.0	58,833	100.0
(TOTAL MINORITY)	8,166	12.0	8,727	13.1	9,466	14.5	9,813	15.9	10,428	17.7

* RACIAL/ETHNIC CATEGORIES AS DEFINED BY DEPARTMENT OF HEALTH, EDUCATION AND WELFARE, OFFICE FOR CIVIL RIGHTS.

Grouping Patterns:

In response to questions about grouping patterns used in the schools, the majority of the teachers make reference to a concerted effort to mix classes heterogeneously. In specific instances teachers find it necessary to group homogeneously because of the wide range of abilities among students, specifically in such subjects as reading, math and often science. Grouping in math frequently takes the form of small group tutoring.

Although some elementary schools group pupils on the basis of grade level (by achievement) in the basic subject areas there is an increasing practice of the multi-age grouping and ungraded classes at the elementary level. The movement away from the self-contained classroom is being replaced by the Continuous Progress Program for primary levels and the flexible program and team teaching techniques at the 4 - 6 grade level. Cross-age grouping was observed in most of the classrooms visited.

Students in grades 7 and 8 are generally randomly assigned to classes and, again, attempts are made to mix students in class according to a range of academic abilities and as a means of breaking up student cliques so as to spread the leadership found in these groups.

At the upper levels, students have a wider range of course options from which to choose. After taking required courses in math, science and language arts, students choose the courses they wish to take, with the guidance of the counselor and/or teachers. In cases where it may be necessary to limit registration, teachers are cautioned to consider racial breakdown as well as class size.

There is a concentration of black students in low ability classes. This results partly from the poor preparation of students at the lower levels and the widespread tendency of black students to register for classes with their friends. As one black high school teacher remarked

Figure 2

Breakdown of Class Enrollments by Race - High School

	Grade Level			Total
	10	11	12	
MATH				
Adv. Algebra				
Minority		1	3	4
Other	1	15	4	20
Geometry				
Minority	9	6	1	16
Other	8	4	0	12
Calculus				
Other		1	3	4
Enriched Biology				
Minority	5	2	0	7
Other	7	1	0	8
Physics				
Minority		0	2	2
Other		2	5	7
Acc. Adv. Algebra				
Minority		1	1	2
Other		20	2	22
Elem. Algebra				
Minority	6	0	1	7
Other	6	3	0	9

Figure 2 continued

	Grade Level			Total
	10	11	12	
Math Analysis				
Other		2	2	4
Chemistry				
Minority		0	2	2
Other		8	7	15
SOCIAL STUDIES				
American History				
Minority	5	1	2	8
Other	16	3	3	22
American History				
Minority	4	1	-	5
Other	20	2	-	22
Anc. Near East				
Minority	0	3	2	5
Other	3	8	13	24
LANGUAGES				
Spanish				
Minority	6	1	1	8
Other	4	4	1	9
French I				
Minority	5	1	2	8
Other	2	3	2	7

Figure 2 continued

	Grade Level			Total
	10	11	12	
Russian				
Minority	0	1	0	1
Other	5	4	5	14
Race Relations				
Minority	5	4	12	21
Other	3	3	3	9
ENGLISH				
Commun. Skills				
Minority	5			5
Other	20			20
Writing Lab				
Minority	0	2	3	5
Other	-	13	7	20
Commun. Skills				
Minority	7			7
Other	18			18
Humanities				
Minority		2	4	6
Other		2	8	10
Philosophy				
Minority			4	4
Other	2	5	17	24

Figure 2 continued

	Grade Level 10	11	12	Total
Speed Reading				
Minority	1	8	7	16
Other	5	1	8	14
Speech				
Minority	2	0	2	4
Other	5	6	5	16
SLBP				
Minority	20	22	10	52
Other	5	7	3	15
EMR				
Minority	10	4	7	21
Other	8	8	8	24

Report prepared for the Department of Health, Education and Welfare -- Pupil Sight Count by Race, October 8, 1973.

Figure 3

Sampling of Classroom Desegregation

Grade Level	Subject Class	Total Students	Total White %		Total Black %		Total Indian %		Total SS %	
8	Computer Math	15	9	60	4	27	2	13	---	
10	Health Education	24	17	71	7	29	---		---	
9	Social Studies	100(3 classes)	65	65	35	35	---		---	
11	Geometry	43	18	42	25	58	---		---	
9	Urban Studies	120(over a day)	100	83	20	17	---		---	
10-12	Cinematics (English elective)	21	15	71	3	14	1	5	2	10
10	Math (Algebra)	17	14	82	3	18	---		---	
11	Social Structure	7	7	100	---		---		---	
7-9	Reading (ESAA)	8	2	25	6	75	---		---	

Elementary	Total Class	White Students %		Black Students %	
Cross-age group 7,8,9 year olds	21	16	76	5	24
	30	19	63	11	37

"there is a real need to challenge black students in the right direction. As a group, they tend to seek the easiest way out without understanding the consequences.." Another black teacher of social studies worries that "the life goals of too many black students don't require that they take high achieving classes."

A breakdown of the courses of one high school visited (see Figure 2 attached) shows that while the social studies and English classes are rather racially balanced, the advanced math classes are predominantly white. The Special Learning Behavior Problems classes are about 68% black. Part of the problem as articulated by school personnel is laid to "poor parent participation and involvement in the student's education. They often never question their children taking only the easy, informal courses.."

By observation, the pattern of seating revealed more sex segregation than racial--boys normally clustered with boys and girls with girls.

Support Services:

There is a mass of exemplary programs which delineate the school system's search for ways to build the necessary reality into the educational process and to assist students in achieving optimum learning. The programs are local, state, and federally funded and some receive support from private contributors. Across all levels of the school system there are some unique enrichment programs in the basic skills, media, vocational, technical and industrial education, art education, business and office education and foreign language. The focus of the programs is both prescriptive and diagnostic.

A notebook containing descriptions of some 300 special programs has been prepared by the district staff. The foreword written by the School Superintendent helps to give one a flavor of what is offered throughout the district.

FOREWORD

To the reader:

Exemplary means model; commendable; deserving imitation. The 300 programs described in this book are all those things. Together, they are an affirmation of the ingenuity and diversity of education.

Throughout Minneapolis, teachers and administrators have developed exemplary programs to challenge their students. For example:

- Harrison School fifth graders take a course on Children and the Law, thanks to the Minnesota State Bar Association.
- At Calhoun School, WISE volunteers direct an "I Like Me" program for kindergarten children with poor self-concepts.
- Mini-courses offered at Lowry Elementary School include such interesting options as mock trial, making a bike and stamp collecting.
- A cardboard carpentry project helps Douglas Elementary School children learn about group planning and decision-making as well as math, science, writing, art and design.
- At Mann, a Title I elementary school, a computerized math program is underway.
- Students at Lincoln Junior High can sign up for a minority history course called "Hot Pink and Purple Thang."
- Courses in construction and manufacturing have replaced the traditional industrial arts program at Sheridan Junior High.
- Central High's Magnet Program allows students to choose from a smorgasbord of more than 300 mini-courses four times a school year.
- A two-house student government program at Henry Junior-Senior High is aimed at intraschool communications and leadership training.
- Marshall-University High's off-campus learning experiences program gives students a chance to pursue special interest areas in depth.

> At Vocational High, students can elect an English course that involves tutoring children at nearby Madison Elementary School.

In my visits to schools, I have seen many of these programs in action. My wish to share them with you prompted the publication of this book. Many of these programs could be adapted for use in other Minneapolis schools; and elsewhere. They provide scores of ideas on how to solve specific educational problems; how to utilize community resources; how to bring life and spirit to our children's education.

Sincerely,

John B. Davis, Jr.

John B. Davis, Jr.
Superintendent of Schools

JBD:cd 9/8/72
Minneapolis Public Schools
Minneapolis, Minnesota

The special services provide for individualized and flexible instruction, heightened student motivation, promotion of better social and academic development, more positive and supportive community attitudes; increase communications skills and enhance one's knowledge of another culture.

As many of the programs make use of parent volunteers, they add a support service ro the school environ as well as strengthen parent visibility.

Resource teachers are utilized in the elementary program and prove invaluable to the classroom teacher. The bussing program was accompanied by school aides who are mainly of minority group status and who work directly with children who are bussed into schools in a somewhat ombudsman role. In several cases when these students were asked if there were any special person within the school to whom they could go to discuss their problems, it was the school aide who was most often mentioned.

Counselors lend support to students through academic advisement and personal counseling - though to a lesser degree. In one school visited the guidance department has implemented a team approach to assisting students. The team is composed of a counselor, social worker and assistant principal. Students are generally assigned to a counselor on an alphabetical order scale and have the option of requesting another counselor or social worker, if the original match does not prove satisfactory. However, the option is not available in terms of the assistant principal as part of the team.

In another school setting, more typical of guidance department operations, the counselor meets with other supportive staff (school psychologist, social worker, etc.) on a regular basis to discuss problem cases referred by teachers. These referrals almost always concern behavioral problems which are mostly handled within the school; few outside referrals are made. Learning problems are screened by the school psychologist in most cases and may result in ability assessment, perceptual testing, etc. Group counseling has been used effectively in such areas as self-concept, attitudes toward cooperation and responsiblity, designed to foster understanding of self and others and self-development. Individual counseling is used more in crisis situations.

In scheduled interviews with students, while they acknowledged the presence of counselors and teachers and their ability to help with academic questions, the consensus was that they preferred to take their personal problems to a friend or to a school aide. One counselor praised the aides in the school as "good community links" and credited them with being instrumental in diminishing the isolation and problems in the school and with contributing to a positive school and community climate.

Library resources though not extensive are widely used by students both out of interest and for class assignments.

Instructional Materials:

Teachers reported a city-wide change in textbooks which some felt inadequately covered the achievements and contributions of minorities. The district office has prepared a bibliography of materials pertaining to minority group experiences and this resource is available to school personnel.

The Task Force on Minority Cultures has been actively engaged in developing curriculum materials and study units which reflect ethnic population history and accomplishments. Even in the absence of a systematic way of ensuring that the materials are widely used, many teachers request the use of these resources on a regular basis.

Primarily the multi-ethnic materials are more appropriate to the social studies curriculum and are used most specifically in Black Studies courses. A major complaint has been the lack of suitable multi-ethnic materials in English and the unrelatedness of audio-visuals and home economic materials to the black or minority environment. Many teachers prepare their own materials to meet the levels of interests--and demands--of the students and also make wide use of current event materials.

Acknowledging that the use of interracial materials is new, the majority of teachers note that basically there is a better format to these materials which lends to their usefulness for class instruction. One instructor who agreed that there is not enough black and Indian materials available, remarked that "it doesn't make any difference anyway because there is so much assimilation in the materials."

The implementation of new service programs, some of which are school sponsored and supported, has resulted in additional instructional materials oriented to the special needs for which the programs are designed.

Curriculum Modifications:

Curriculum modifications have been minimal in comparison to some of the structural changes which have been instituted. New courses have been added to the curriculum, but few of the traditional courses have been updated.

Mini courses are prevalent in some of the elementary schools which reflect offerings in social studies, science and art. As a general rule, each child, with parent guidance, selects two mini courses each semester from each of the three areas. Multi-age grouping is utilized for these subjects. In one of the elementary schools, the wealth of mini-course offerings included:

Electricity -- Who Am I?
Living Together
Painting
Sculpture
How Does a School Work
Pet Care
Design
Economics
Signs of Love
Preparing Food
Nutrition
History
Let's Use the Media Center
Communities

There have also been revisions made in the math program since desegregation, but this is not noted as a direct outcome of the desegregation process. A new reading program was implemented in one of the elementary school clusters, and a wide range of elective offerings are in evidence throughout the upper grades levels.

World History no longer is listed as a required course in the secondary curriculum, and courses in Indian Culture and Afro-American History are currently noted among the offerings. This change has been brought about partly through the efforts of students.

The focus on group counseling as a means of dealing with student personal problems has resulted in a planned course called Positive Peer Counseling (PPC). In one of the schools where the students are very receptive to the group activity the scheduled period was 1 1/2 hours. School counselors and social studies teachers usually serve as staff for these courses.

The structural changes relate to the establishment of the trimester system and the elective system which affords students a broader range of choices in taking courses. In addition some schools use registration procedures similar to those used in colleges. Flexible scheduling is practiced in many schools. An example of the orientation and registration procedures, and of the new and supplemental course description for one of the high schools can be seen on the following pages.

It was the expressed opinion of most of the personnel interviewed that the administration from the central office to individual school administrators permit and encourage experiments and alternatives in curriculum and inteaching methods.

Teaching Techniques:

The range of elective offerings at the secondary level and the spread of student abilities necessitate alternative teaching methods. The use of multi-ethnic materials which often elicit emotional responses also increase the need for handling sensitive subject matter through various techniques. Teachers stated their belief that education is no longer strictly academic, but that it calls for more involvement on the part of school personnel in the total development of the student. In keeping with this belief, teachers are quite flexible in attempting new teaching methods to reach the new student population.

In addition to providing for expanded opportunities for student participation through library research, field studies and reporting, teachers make wider use of video tapes, films and role playing as teaching devices.

The Continuous Progress Program, team teaching techniques and the move toward upgraded classes all denote changes in teaching methods and classroom strategies.

Extra-Curricular Activities:

Schools in the district offer a variety of extra-curricular activities. The list below is not intended to be exhaustive, but does present an adequate example of the type of activities reported by school personnel, some of which were observed by team members:

Basketball
Football
Hockey
Skiing
Swimming
Tennis
Volley ball
Cheering Squads
Marjorettes
Future Teachers of America

Drama Club/Theater
Debating Team
Foreign Language Club
Choirs
Concert Band/Regular Band
School Newspaper
Student Government
Chess Club
FHA Club

There were no reports of any activities either curtailed or stopped as a result of desegregation. However, the repeated responses to questions which related to the extent of black student involvement were negative in the majority of cases. Blacks were in nearly balanced positions on the cheering teams, theater, choirs, volleyball and football; in more cases than not they represented a majority on basketball teams. But, in tennis, hockey, and skiing, there was likely to be little or no minority participation. Marjorettes were viewed more as an elitist predominantly white group.

One coach at the junior high school level mentioned that 7th and 8th grade students do play hockey and projected that perhaps "they will continue to play when they enter high school." One of the basic reasons given for the absence of blacks in such sports as skiing and hockey was because of economics. Equipment for these sports is expensive. Some teachers see a change taking place inasmuch as black parents are making greater sacrifices to buy the equipment and Park Departments are doing more in the area of providing opportunities for disadvantaged youth.

Team sports are not conducted on an interschool basis at the junior high school level. These activities are usually conducted by church, Parks and Recreation Department. Some teams choose to identify themselves by their school name.

Minority students do participate in school government, in dramatic clubs and on the school newspaper, but the percent of minorities is small. Most of these activities have 80% and above white representation. At specific schools, student mentioned that black students had served as Homecoming Queens, as President of Student Government and in capacities of of leadership in a scattering of student clubs. Basically both teachers and students referred to the void of student participation in some extra-curricular activities as more a preference than a policy of exclusion. However, there was recognition that many of the organizations and activities had been traditionally white oriented and that school administrators and teachers do very little conscientiously to encourage minority participation. Too, some of the schools have inadequate physical facilities for gym activities.

Student Leadership - Participation:

Black students and other minorities are beginning to participate more actively in extra-curricular activities and to assume leadership roles in school affairs. A junior high black male student related how he had been constantly encouraged to aim high by a white 5th grade teacher, even in the face of almost total failure. As he put it "she turned me around." He is now vice-president of student government organization, is assisting with setting up the magnet program in his school, has given several suggestions to the school about establishing a radio station, a school yearbook and a course in Ethnic Studies which he believes school officials to really take seriously. The student, following through on past encouragement, seeks ways in which he might actively contribute to his school environment. However, the general feeling expressed by teachers and counselors interviewed was that most black students shy away from leadership positions, even with encouragement by staff to assume such positions. The constancy of peer pressure was viewed as one of the basic reasons. One respondent voiced it another way in commenting that "black males have a big share of status power through athletics, whereas white males have status through intellectual accomplishments -- classroom power. Girls of either race have little or no status outlets."

Assignment Patterns of Faculty, Administrators and Staff:

Although there is evidence of attempts to desegregate school staffs, the deployment of faculty and administrators, as of the 1973-1974 Personnel Sight Count, falls somewhat short of the intent of the Court order which stipulated a definite pattern for faculty integration. There were two elementary schools which reported no minority administrators or certified teachers. The overall percentage of minority personnel in the schools is about 7 percent below that of minority student enrollment.

The tables which follow show summary statistics by racial/ethnic categories for the period 1969 to 1973 (~~Table~~ Figure 4), personnel sight count for 1973-1974 (~~Table~~ Figure 5), and a breakdown of the number of principals, assistant principals and teachers by traditional school grade levels, not including other locations in the Minneapolis system (Figure 6).

An analysis of the interview reports obtained from principals, teachers and counselors reveal that the staffs were basically stable in service to the district, while there were varying indications of reassignments.

Of the ten principals interviewed (nine white males, one black female) eight had served as assistant principals in the same or other locations before assuming position as principal, one was a former counselor and one a 5-6th grade teacher. As a group, they represent an average of 10.5 years of experience in the district, with individual service ranging from three to to twenty-one years. Six of the 10 principals had been reassigned; only one principal had been in the present position less than a year (black female) while the others had served from one to eight years, with a group average of 3.2 years. The black female held the only doctorate within the group; other degrees held were 6 masters, 2 baccalaureates, 1 specialist, all having credits beyond the limits of the degree.

FIGURE 4

SUMMARY STATISTICS BY RACIAL/ETHNIC CATEGORIES*
FROM 1969 TO 1973

PERSONNEL

RACIAL/ETHNIC CATEGORY	1969 NO.	1969 PCT.	1970 NO.	1970 PCT.	1971 NO.	1971 PCT.	1972 NO.	1972 PCT.	1973 NO.	1973 PCT.
NATIVE AMERICANS	32	0.5	48	0.8	46	0.7	53	0.8	94	1.3
BLACK AMERICANS	355	5.8	395	6.1	439	6.5	514	7.6	569	7.9
ASIAN AMERICANS	20	0.3	22	0.3	23	0.3	30	0.4	37	0.5
SPANISH SURNAMED AMERICANS	10	0.2	16	0.2	26	0.4	21	0.3	34	0.5
ALL OTHER AMERICANS	5,746	93.2	5,956	92.5	6,198	92.1	6,190	90.9	6,438	89.8
TOTAL STAFF	6,163	100.0	6,437	99.9	6,732	100.0	6,808	100.0	7,172	100.0
(TOTAL MINORITY STAFF)	417	6.8	481	7.5	534	7.9	618	9.1	734	10.2

*RACIAL/ETHNIC CATEGORIES AS DEFINED BY DEPARTMENT OF HEALTH, EDUCATION AND WELFARE, OFFICE FOR CIVIL RIGHTS.

Figure
Table 5

Personnel Sight Count

1973-1974

Racial/Ethnic Category	Principal	Assistant Principal	Teachers	Other Certified	Non-Certified
Native American	1	1	15	9	94
Black American	6	12	200	58	569
Asian American	1	-	24	4	37
Spanish Surnamed American	-	-	15	10	34
All Other Americans	87	59	2,660	793	6,480
	95	72	2,914	874	7,214

Personnel Breakdown by Percentages:

Native American	0.5%
Black American	8.0%
Asian American	1.0%
Spanish Surnamed American	0.5%
All Other Americans	90.0%
	100.0%

1973-74 Pupil Personnel Sight Count, Minneapolis Public Schools, Planning and Support Services

TABLE 3

School Grade Level	Students Total	Students Min.	Students %	Principal Total	Principal Min.	Principal %	Asst. Princ. Total	Asst. Princ. Min.	Asst. Princ. %	Teachers Total	Teachers Min.	Teachers %
Elementary (66 Schools)	29,219	5,828	19.95	59	5	847	16	2	12.20	1,256	93	7.44
Junior High (15 schools)	13,963	2,481	17.77	15	2	13.33	24	5	20.83	670	69	10.29
Senior High (11 schools)	15,651	2,119	13.54	11	1	9.09	25	5	20.0	748	68	9.09

Figures represent only Elementary, Junior High and Senior High Schools and do not include other locations.

There were seventeen teachers interviewed (11 white, 6 black; 9 male, 8 female). This group represented an average of 10.1 years of service in the school district with individual years of service ranging from 2 to 36 years. Eight teachers of the 17 interviewed had served three years of less in their present assignment, with a group average of 5.2 years. There were six teachers with the master's degree, eleven with the baccalaureate, and the majority of all teachers reported academic credits in excess of the degree.

Only one of the six counselors interviewed had been reassigned since the schools were desegregated. The five white and 1 black counselor in the group (4 male, 2 female) represented an average of 10 years with the system with individual service ranging from 7 to 14 years. The number of years in the present school ranged from 2 years to 14 years, with a group average of 6.8 years. All of the counselors reported the M.A. as the highest degree held.

Among the personnel interviewed there were none completely new to the Minneapolis system, although a minimal number had been employed at the start of the desegregation process, as indicated by two and three years with the district.

Assignment of Students by Subject and Subject Difficulty

In a majority of the classrooms observed, and as indicated in discussions with school faculty and students, minority group students, particularly black students, are underrepresented in advanced courses at the high school level. This is explained as resulting mostly from poor training and little encouragement at the lower grade levels, lack of basic skills, mainly in reading and math, high rates of absenteeism, and the fact that there is free choice of subjects at the secondary level.

A black math teacher at one of the junior high schools reported teaching two advanced geometry classes which were totally white and two ESAA math classes which were predominately black. The black students had been transferred from a formerly all-black school. She commented that:

> " one of the problems faced by the Math Department is the low ability of black students in mathematical skills. Part of the continuing problem is related to the loss of Title I funds following the transfer of students to this school, and the lack of subsequent structures and resources which facilitate their development."

A white junior high social studies teacher expressed the problem as one of poor reading skills. He stated that "the poor reading ability of the students who transferred from __________ junior high school presents a real challenge to our staff as this school has been noted for its pride in the number of high achieving students."

In another interview with the chairman of the Math Department and a math teacher (both white) in a high school it was stated that "most of the blacks are concentrated in low achieving classes." The reasons given related to a lack of individual attention to slow students because of a cut in funds for teachers, and the poor preparation of minority students in the lower grades.

A black social studies teacher in a high school teaches two Black History courses which have a predominately black enrollment. His response to why there was a disproportionate number of black students in particular cases was "the further away we get from black areas, the less blacks there are in the classes." Somewhat similar to this viewpoint concerning courses relevant to blacks was that of another white math teacher who felt that, besides having problems in the basic skills, "black students may not see math as a priority and many may see math as contradictory to emphasis on black studies, etc."

Even though they have options in course selection, a group of ninth grade minority students reported that they often "choose ~~nay~~ any old schedule." The students also noted very little attention to grades and expressed their beliefs that the largest number of black students would likely be found in health, chess, cooking and Afro-American History classes (all elective courses).

Of the three groups of white students interviewed, two at the junior high and one at the senior high level, the feelings expressed were that "blacks only compete in sports..not academic things, they don't care about that." One junior high student talked about the very low number of black students who graduate from high school, and stated that "In my opinion half of them aren't interested in school." In response to the question "Do youfind a division of races in the honors class?" some high school students said "No, there is equal representation of blacks according to the proportion in school. That's true in Physics, also." In another instance, white students mentioned that black students generally take Algebra spread over two years while the same material is covered in one year by white students.

A black male teacher remarked about the lack of or need for tight structure in the high achieving classes and concluded that "black students in particular need structure. They simply do not apply themselves."

More consensus was found among teachers in reports that courses taught by black teachers have larger numbers of black students--partly because students tend to select courses according to teachers' friendships, as well as to interests and ability.

Elementary schools in the vast majority of cases, reported no disproportionate representation of any race by classes.

Social and Friendship Patterns of Students, Staff and Faculty:

There were varied responses to questions relating to the extent of social and friendship patterns within the school setting. Many faculty members noted a "normal" separation of minority and majority students, although the separation was sometimes seen more according to social class then to race. Students reported very minimal interaction among black and white faculty.

Among the teachers' comments about student interactions were the following:

" Students stick together with their friends (neighborhood and early schools). This means blacks are with blacks and whites with whites--except for a few cases." (High School)

" There is not much interaction between black and white students. There is definitely not much closeness." (High School)

" The students interact in every setting where they have the choice. Peer pressure forces students to act in many different ways." (Junior High School)

" Great lack of interaction between blacks and whites." Also, you don't see white upper and middle class interacting with either blacks or poor whites from the surrounding areas." (High School)

" Students group themselves almost completely in all activities; very poor student interaction, even in sports. (High School)

" Grouping occurs more between social class groups (middle class blacks and middle class whites). Not much mixing between the races, but there is little hostilities and physical conflicts." (High School)

" Not much mixing after school. White kids are bussed and black kids live in the neighborhood. There are a couple of integrated groups " (Junior High School)

" Groups of students are normally divided by race." (High School)

" There is a great deal of interacting across racial lines. Since there is a small group and the staff is interracial we find it is good to promote interaction in class activities. (Junior High School)

" Interaction is based on SES. Basically I think we have a class society. Problems are more a result of this than of race." (Junior High School)

A white junior high school teacher spoke about special dinners prepared by students who were taking a course in Mid-East Culture. He saw these as opportunities to get to know other cultures and to build relationships, but sadly noted that he was most often the only white in attendance.

Elementary school teachers, for the most part, did not respond to the question concerning how students group themselves by ethnic group in particular situations. Those who did answer reported some separate grouping of children before and after school and in school halls, but in all cases to a very limited extent. There were some optimistic reports of signs of new friendship patterns emerging on almost every level.

Students responded from a variety of viewpoints with respect to the degree of minority and majority interactions in and out of school, as can be delineated from the following comments.

A male Chicano Junior High School student, who is president of the student organization, noted that "many students are bussed to school and racial mixes occur in the shop and gym before school." He mentioned that he has attended cross-racial parties and has friends of different ethnic identities, and feels that girls fight and create more racial problems than do boys.

A white junior high school girl commented "I have friends from all over Minneapolis; lots of black and Indian friends...the boys generally mix, but the girls don't." In the same school, a white male student expressed his belief that "black and white kids get along pretty good now because we have gotten to know each other. He named his two best friends as a black and an Indian with whom he shares team membership at the YMCA. "I think sports help to bring black and white students together!"

At another junior high school, a white boy related how he feared being pushed around after the transfer to his new location, but said "later you get friends, black and white and you get along good." His peer, a white girl who lives in an all-white neighborhood, explained that it depends on where you live..." So I have friends and school friends. At home it's all white, at school it's mixed."

A black boy and an Indian girl explained that they both had friends from all racial groups in the school. The boy declared that "my best friend is white." The majority of the black students noted sports as the arena in which interactions take place.

In a group interview with six white high school (both boys and girls) the consensus was "It depends on who you are talking about. There are a lot of black and white students who prefer to stay with their own race, while others just mix and mingle. "

One girl in the group said that she has "a good friend who is black." Two students expressed the thought that "you have to be extra sensitive with black kids you meet because blacks and whites alike are aware of hundreds of years of suppression suffered by blacks and blacks are very sensitive to this."

In a smaller group of white high school students (2 girls, 1 boy) the response was negative. "In school the blacks stay together and the whites stay together. There are very few exceptions!" These students were not aware of any socializing between races after school and stated the reason for this as primarily because blacks and whites live in different areas.

Another group of six high school boys and girls related the separation of races which occurs in the school cafeteria. "The way it is is white boys and girls on each side and black students in the middle by themselves. The black boys and girls are separated, too." One boy who had lived with a black family and a Chinese family mentioned that parties in the neighborhood were O.K. He was chided into agreeing with others in the group that in most instances "if black students are around white students they're fine, but if they are around other black students that's different; they have to protect their reputation. Then, they act like they don't even know you!"

Some of the white girls admitted to interracial dating, but quickly stated that their parents were unaware of it and probably would not approve. In only one instance was there knowledge among the students about interracial dating between a white male and black female.

In most instances faculty noted a similar variance of teacher interaction within the schools. Their comments ranged from "teachers mix very well," as reported by a white male junior high school teacher, to "teachers are tolerant of each other--it's superficial but they have to work wogether," as commented by a black female teacher in another junior high school.

Other views relative to the degree of teacher interaction were:

> "There is some grouping along racial lines, though not nearly to the extent that students do." (Black male, High School)
>
> "Interaction is good, much better than students. We have spme differences in philosophy and interest, but there is a steady coming together." (White male, High School)
>
> "There is grouping by race very often in the lunchroom, but this is seldom so in teachers' meetings. (White male, Junior High School)
>
> A black high school teacher noting the same instances of faculty separation also commented that "there's too much talking at the black teachers in meetings and not enough exchange."
>
> One black female elementary teacher stated that she felt very comfortable in the presence of whites at the school, and continued the remark with "but, I don't go to their homes and they don't come to mine. Perhaps it's the distance, but several of them live near me--and still no exchange."

A black teacher at the junior high level, who has twenty-five plus years of service with the school, finds whites congenial.."perhaps because I've been here a long time and I mix with everybody." She is of the opinion that women don't attend outside school affairs but most men do.

There were only two comments made which suggested a conscious effort for outside interrelationships. The occasion of a retirement party for a white female high school principal led to a spirit of cooperativeness and fellowship between blacks and whites both groups of whom were well represented.

A white male junior high school teacher mentioned unstructured activities "like going for beers after work," which involved aides, teachers and staff with "no thought as to status distinctions." Beyond staff meetings and the Human Relations Workshops there were no planned activities to foster personal teacher and staff relationships.

Student Evaluation and Discipline:

The questions relating to student evaluation and discipline were considered important aspects in the life of the student and for the general well-being of the schools. For these reasons, all levels of the school population were asked to give their views on the equality of grading and disciplining minority and majority students.

As a group, principals reported that classroom teachers and staff are permitted to handle discipline problems in the school. In most instances, they emphatically state that "no hitting is allowed; in some others the question is avoided. Many of the problems are seen as a result of outside interference, but none are considered unmanageable. One of the major concerns principals expressed was that of attendance. One high school in particular noted an extremely high absentee rate. The question of educational relevance was noted as a major cause for this.

A white male counselor in a junior high school noted that counselors had dealt with teachers and other staff regarding double standards in the treatment of students, which they believed to be the results of prejudices and insecurity. He stated, however, that a number of good changes have taken place among school personnel and believes there is evidence that there is much more confronting properly without preference to particular students.

Two female high school counselors interviewed, one black, one white, both felt that discipline in their school was poor for both black and white students as a result of the laxity of administrators and teachers in enforcing the school regulations.

Of the six counselors interviewed, most indicated no patterns of differentiation made in dispensing discipline or grading students based on their ethnic background.

Teacher reaction was somewhat different. Both black female and black male high school teachers discussed what they perceived as clear evidences of fear of black students on the part of white teachers. One of them stated that "white teachers have double standards when it comes to black students. They tend to accept certain behaviors from blacks that they do not accept from whites."

Somewhat the same sentiments were expressed by a white high school teacher of English. In her opinion -

> "There is a double standard of discipline used. Blacks are allowed to break certain rules and are not reprimanded by some white teachers. This is partly because of fear. However, black teachers treat black and white students differently also; they are more lenient toward white students."

One white high school teacher terms what might be considered a discipline problem as "blacks usually don't want to listen. It's nothing serious; they are just more verbal." She, as well as her colleagues were of the opinion that blacks are given preferential treatment in terms of grades. There was generally the reverse response from other teachers with respect to preferences in the grading system used.

When queried as to how they saw their teachers who were of a race different from their own the majority of the students, both minority and white, expressed no particular preference for a teacher based on race.

Prevalent among the statements made were such comments as:

WM	"most of them are pretty good"
WF	"same as white teachers"
WM	"no differences. I never compared them consciously"
BF	"they're okay"
BM	"my teacher turned me around. She really has things together!"
SSM	"there really doesn't seem to be any difference."
BM	"they're all right, especially if they're not prejudiced."
WM	"some black and white teachers are both good and bad"

Individually some white students thought some of the white teachers were afraid of black students because they seem to ignore their acting out in class. One student remarked that "black teachers don't let black students get away with the things white teachers let them get away with. White teachers are afraid." A group of white students reported a slight trace of black teachers having better control over white students than white teachers do over black students in the classroom, but felt this to be more a matter of the degree to which students behave in classes. Some in the group saw white students as being disrespectful of black teachers, and others told of repeated instances of black student insults to white teachers.

In the main, black students interviewed saw their white teachers as fair. Some students voiced a desire for more black teachers while others stated that they would not be bothered if they had no black teachers. One of the junior high school students who found white teachers "all right" told of an incident in which the teacher referred to black students as animals. Upon reporting the mishap to the counselor the student was advised not to give the teacher a reason to get angry with the explanation that "she does this with all students."

In some of the school settings, concerted efforts have been made to clarify goals and to develop behavioral objectives. These efforts have been instrumental in easing problems and have led to definite changes in attitudes on the part of teachers, staff and students. Relationships with parents have also improved across levels.

One move to reduce discipline problems, as instituted in a few of the schools, is that of assigning police liaision officers to school buildings. These are plain clothes juvenile officers who work on either a full-time or part-time basis, upon the request of school administrators, to ensure compliance with the local Trespass Ordinance (expelled students are not allowed on school premises), and to assist school staff in curbing undesirable school behavior. It is believed that the young officers have very good rapport with students and that they do not pose a threat of any kind.

Special Funded Programs

The special funded programs on the local, state and federal levels, as well as those supported through private donations, have been used to provide for teacher workshops on human relations, special activities relating home and school in an educational partnership, as with the BAR program described in the Appendix, the development of curriculum materials, special developmental and alternative programs for students.

Reference to some of the special funded programs is made in the section on Support Services.

CHAPTER V - Perceptions, Attitudes and Characteristics of School Participants Toward Plan, Program and Practices

As one measure of better understanding the climate which prevailed during the initial stages of desegregation in Minneapolis, and current views the citizens now hold with respect to the plan, programs and practices, specific questions germane to these aspects were asked to representative members of the school community. Some of the comments from administrators, teachers, counselors and students are dispersed throughout earlier sections of this report. Further insights from this group, as well as those from parents, will constitute the focus of this chapter.

Principals

On the whole, principals reported active involvement in developing program guidelines, defining goals and objectives for meeting special facilitative aspects of the plan, planning for effective clustering of schools, designing human relations activities, meeting with Central personnel, school and community groups and assisting with minority recruitment efforts.

Most of the principals expressed a high commitment to the desegregation endeavor and to the challenges it presents to the educational community. There were some adverse reactions to the Board's mandate for a specified number of human relations session, and some administrators felt that there was a lack of sufficient competent leadership in this area.

Teachers

Of the seventeen teachers interviewed, three expressed having only a vague familiarity with the plan before it was implemented; two of these had been with the system less than three years. The overwhelming majority of teachers spoke about various levels and degrees of involvement both before and after implementation of the district's plan. The levels of involvement included:

- Assessment of needs and goals for desegregating schools:
- Sharing information and exchanging views in meetings with Central office staff, school staff, professional organizations and community groups; small gatherings with parents and students;
- Assisting with school cluster plans;
- Designing classroom program models;
- Planning for and participating in city-wide Human Relations training; in-service training;
- Forming faculty/student council for coordination of efforts in resolving problems;
- Service on Information Bureau for disseminating information about the plan.

Teachers generally approved of the administration's plan and, with few exceptions, felt that the district had been very conscientious in finding ways to actively involve them at all stages. In near total agreement, they related that statements concerning the plan which emanated from the district office were "clear, informative and comprehensive."

In response to the question which asked for concerns about the plan that were expressed by the teaching staff, there were several expressed with which the teachers as a group seemed to agree: reassignment/placement; major organizational changes; academic disparities among students. There were also comments which raised concerns about student discipline, poor interactional patterns between black and white students, and staff, meeting the needs of new students, and the fear of white flight from the school system, although there was not concordance on these points.

Black teachers expressed particularly worries about the possible loss of compensatory programs for minority students and about the critical need for additional minority teachers and programs relevant to minority students. In the majority of instances, black teachers referred to white teachers as being "uptight about desegregation" and as being "fearful of discipline problems."

On the other hand, white teachers were most vocal about what they termed "the loss of the neighborhood schools", and their feelings that compulsory attendance for human relations training has created much antagonism; that methods were unproductive and "a waste of time."

Probably the most consistent indications of negative positions about any aspects of desegregation progress were on the topic of human relations training. Some of the comments were suggestive of better ways the sessions might have been handled, while others were more outright criticisms of the objectives and goals of the program.

Teachers indicated their feelings about human relations training in response to at least one of four different questionnaire items (there were no items on the questionnaire which directly mention human relations training):

1. Explain how the district prepared staff for desegregation.
2. List the major concerns about the desegregation plan that were expressed by the teaching staff.
3. Describe how your school involved the teaching staff in its plans and activities.
4. Describe any special attempts made by your school to better prepare staff for desegregation.
5. List the major concerns of staff in your school about desegregation.

In most cases, the comments regarding human relations were more extensive than any other comments elicited from teachers or relevant areas of the plan. Some of these are noted below:

> "I would have preferred an extensive training session on human rights over the summer for staff and students."
>
> "I'm not sure that 60 hours is going to make anyone a master human relator. I don't know what their objectives were, whoever set it up."

> "They should set up a strigent human relations program well ahead of the desegregation task. That process can't be hurried. Here we did some things backwards, like the appointment of the human relations chairman after the mandate."
>
> "Colleges should place more emphasis on human relations in teacher training."
>
> "Faculty feel put upon by these compulsory human relations sessions..."
>
> "Human relations meetings have not been very successful. They caused some antagonism about compulsory attendance. I think they need more expertise."
>
> "Everybody thought it was a waste of time. Whites looked upon human relations as a means of sitting around making jokes."

For other areas, there were basically positive feelings about the continuing efforts of the central administration and individual school administrators in responding to the apprehensions and special concerns at all levels, and the consensus was that "things are better now than say two years ago."

Counselors

Counselors interviewed were involved in a number of committees which were set up to further communications about the plan. Some initiated "coffee parties" or neighborhood blocks for more personal articulation of the plan with parent groups, led group sessions with students to air feelings and grievances, facilitated sessions to sensitize staff, and participated in desegregation institutes to learn first-hand of other plans which had been implemented in other sections of the country.

In many instances counselors were used as a "sounding board for students, staff and the community", and assumed the role of intermediary in conveying feelings of this constituency in order to have their views represented in decision-making.

Counselors were more apt to see discipline problems across racial lines, and most expressed the feeling that the major concerns were not discipline problems, but more related to the need to revise curriculum to meet the needs of new students, and to foster respect for all students among school faculty and staff. There were reports that in too many instances transferred students, particularly minority students, were being referred to by the name of the school from which they transferred rather than by their proper names. This act served to alienate students and to make them feel like "outsiders", alien to the school environment.

A counselor (white) in the junior high school noted that "here, counselors assist in developing programs to reflect the life experiences of minority students." He noted their present efforts to institute changes in the music programs and commented "that department needs to change more than any other; they're still using 18th Christmas carols that even I can't relate to."

In the main, statements made indicated that counselors have seen a number of good changes take place. One counselor ended the interview with the assessment that –

> "Everyone has worked ten times harder than I've ever seen them work before and really have worked together as a team. There has been a keen awareness of weak links -- some have changed; some have left the system.
>
> I'm glad to be here at ________. This has been my best year, in spite of what my friends think."

Parents

Both formal and informal interviews were held with parents and community persons in order to hear their views concerning the developments in the desegregation efforts and their attitudes about the process. The total of thirteen included eleven parents who represented the elementary through high school grade levels. In terms of ethnic representative there were seven blacks (6 females, 1 male) and six whites (all females).

With spontaneous spurts of emotions in evidence, parents responded very candidly to all questions raised with them.

All of the parents interviewed spoke of being involved in plans to desegregate the schools through P.T.A.'s, community meetings, both in large forums and in small group meetings in individual homes, and in open Board meetings. While some felt that the large community meetings provided for very little community input, others thought that the provisions for broad exchange between different community fractions were very helpful in building support for the plan.

Parental concerns centered mainly around the following issues:

> Clustering of schools - "Clusters are not going to work! It makes no sense to put 6th graders in the primary section."
>
> Quality of education - "There's certainly less than quality education in the schools now."
>
> "A lot of white parents and teachers consider the involvement of a few black students will run the school down."
>
> "The curriculum needs to be changed, and especially some of the textbooks in the Humanities, History and Music."
>
> "When junior high kids graduate and go to high school they don't have enough vocabulary and enough skills to deal with high school so they fail again. They need training in penmanship and spelling, and speech, ear and eye tests."
>
> "Title I funding has been cut which means a loss of good, quality programs for those students who were in special programs and small classes before."
>
> Treatment of students - "There's an assumption here that black kids don't know anything and that they lack stimulation."
>
> "Some students being so many problems from home. The kitchen help complains because they don't understand why kids want two lunches. They are hungry! This might be the only decent food they have all day."

"They're phasing out __________ because it's predominantly black; they could just as well have closed __________. Black kids always have to bear the brunt of change."

"Teachers too often classify an area, and then refuse to be bothered with blacks or poor white children."

"Lots of white teachers have no experience in dealing with blacks so they practice double standards -- they allow black kids (as opposed to whites) to get away when they don't do what they say."

Inequity of Plan - "The whole thing is being done in piecemeal. Parents are concerned that even next year they are going to ask one segment of the community to desegregate while some schools will be left intact."

"Only two sections of the city have been taken -- North and South."

Teachers - "All of them should be periodically reviewed. They need more than a school education; they need a lot of exposure to the area they work in."

"It's not enough for teachers to have good intentions. They should be carefully selected on the basis of how well they can teach; how well they can produce positive results."

Human Relations -"Human relations is a waste! A lot of materials could have been purchased."

"I feel very strongly about the human relations -- In fact, I refuse to participate because it's another force. They're saying 'I'm coming into your neighborhood; you have to like me whether you want to or not.' "

"I don't like that office. It's a do-nothing office."

"As P.T.A. president of a grade school..., I have been involved in human relations training in 3 schools for the last 5 years."

"Most human relations workshops are run by all white with token black representation. It should very often be the reverse, or at least a sizeable black input."

On some topics, the range of personal opinions within this group were wide spread.

Two comments illustrate this most vividly:

WF - "I do believe that it is important that to have quality education schools have to be integrated."

BF - "I would rather my child go to an all black school with black faculty -- even to a black janitor. My husband and I can handle the social situation. Whites are just too superficial."

In spite of what may appear to be negative comments, parents indicated their awareness of strides being made toward improvements in education and one community person, who is referred to as an advocate for the students, noted that "both races had resentments, but all talk about desegregation has brought things into the open.

One of the parents who has children in several public schools has written a proposal with the objective of enhancing community support of the school through active involvement in school related activities. The project proposal seeks to make use of parent volunteers, working in cooperation with school staff, to facilitate communication between school and community and thus reinforce children's positive attitudes toward school.

The proposal has been presented to one of the junior high schools in which the parent serves as a volunteer.

Students

Questions asked of students related more to their feelings about the desegregated school they attended than about the overall process.

As students discussed their perceptions and attitudes toward desegregation, they did so more in terms of what they considered unfair treatment, separateness and general fear. Children from the lower grades generally reflected on the concerns of their parents.

Four sixth grade white boys talked of the fear the children had at their school about the proposed clustering of schools next year. All of them had their entire education at their present small school and expressed some fright about being placed in new, bigger and more confusing buildings, having new teachers and meeting new people. One of the students remarked that "Busing to __________ means trouble. My mother said she would send me to a parochial school rather than let me be bussed." Another student related that "It would be better to bus older kids because they can take care of themselves. The younger kids could get hurt." He continued with the concern voiced by his father:

> "My father said that he would not let me be bussed because it was slippery on the bridge. If he heard that there was an accident on a bus he would not know if that was my bus or my sister's bus and he would be worried."

A chicano student was mostly pleased at being at his school and saw the facilities and organizational structure as such that foster student development. He did, however, comment on the need for blacks and whites "to get to know each other better."

With few exceptions, the statements from group interviews were mutually agreed upon, and denote not only the commonality of problems but ways in which group norms function to hold groups intact.

White Group - Junior High School

> "It's a good school, but blacks get away with a lot. But, it's gradually coming to be less and less."

White Group - Junior High School

This group expressed generally good feelings about the school although they hinted of some traces of differential treatment of students. One student in the group, evaluating his first year in a desegregated school, spoke of his own state of bewilderment as he noted uncertainties:

> "I'm uneasy about it; just not used to it. I don't feel that I'm prejudiced, yet I must be prejudiced about something, but I don't know what it is."

Mixed Minority Group - Junior High School

Students generally preferred the desegregated setting, but thought most of the controversy over desegregation was related to the issue of busing. Two black boys joked about the irony of the situation as they saw nothing new in being bussed, and one of them emphatically stated that he had been bussed all of his school years.

Black Group - Junior High School

Comments from this group was quite varied on the question concerning the desegregated school environment.

> "I don't like it."
> "It's not the greatest school in the world."
> "I think it's pretty good."
> "What you come here for is to learn and I think you learn here."

There was more consensus within the group in their thinking that an all-black teaching staff would provide for better unity at the school. The students also voiced negative reactions to an assistant principal at the school who they believed had been unfair in excessive suspensions of minority students.

White Group - High School

The students were in their first year in a new school building and all agreed that the school atmosphere was satisfactory. They complained mostly about the building being "too spacious" and of the failure of staff to enforce the rules. None of them were particularly negative with respect to teachers or students of other ethnic groups.

There were indications also of changes in attitude as reflected in the comments of two white boys in another Junior High School group interviewed.

Referring to their transfer to a desegregated school, the first boy noted that "at the time, I wasn't too happy about it... All the bad things I had heard. But they didn't happen and so now I don't mind being here."

The second boy gave his opposition in stronger terms -- "I hated it." He concluded, however, with remarks about the friends he had made, both "white and black" and the fact that he gets along well with them.

The ways in which the desegregation process and implementation were viewed, and the varied perceptions and attitudes implicit in the statements give clues to a rather diversified school community and yet, a sense of some coming together in a spirit of cooperative action.

In many instances, principals and individual staff members were credited with having made positive attempts to foster good relations among the different school groups and to build a creditable academic program for the ultimate development of students.

In practically every case, there was high, glowing praise for Dr. Davis, Superintendent of Schools. His leadership was described as "the best anywhere in the country" as different people from all avenues talked of his commitment, devotion, practicality and impartiality in dealing with people and with school issues.

CHAPTER VI - An Analysis of Programs, Practices and Procedures

In May 1972, the United States District Court, District of Minneapolis, found the Special School District No. 1, Minneapolis, Minnesota had violated the constitution in the administration of the district's schools in varied ways. The trial court decreed that:

> the defendants, its school board, its administrators, its employees, its agents and all those who are in active concert or participation with them are hereby permanently enjoined from discriminating on the basis of race or national origin in the operation of Special School District #1 or any successor district or districts which may be formed therefrom. Such injunction is directed particularly at, but not limited to, the discrimination in assignment of students and teachers within the district.

In accepting the district's plan, as adopted by the School Board, the court directed that specific modifications be made in the plan; namely that there shall be no more than 35% minority student body in any one school; and that the plan for faculty integration shall be fully completed by the opening of the 1973-74 school year.

The formula given for faculty integration included the directive that: (1) there shall be at least one minority teacher in all elementary schools; and (2) the faculties of the secondary schools shall be integrated to the extent that each has approximately the same proportion of minority to majority teachers as there are minority to majority teachers in the whole system.

The defendants were further directed to disallow transfers which would increase the segregated nature of schools; to submit for court approval any plans for new schools or additions to schools beyond those contemplated in the plan; and any changes in the plan which would increase or aggrevate existing segregation or delay full implementation; and to make periodic reports to the court on aspects of progress in implementation.

There were accompanying problems, some of which resulted from changes in the status quo. In the court's acceptance of the district's plan as basically meeting constitutional requirements, some circles within the community felt that the court had not sufficiently taken into account the district's prior failure to move substantially to change the segregated patterns in the school. Other circles felt that the court's decision did not give adequate recognition to the district's efforts to reduce racial isolation in the schools through its voluntary transfer program. The structure of neighborhoods throughout the city were such that bussing would be required to implement the plan, and there was very vocal opposition to this as a strategy for effecting change.

Those who brought suit against the district were concerned about the language of the court order, and moved to request court clarification in areas which had not been explicitly delineated, since it was felt the district made use of some loopholes to escape making court directed changes which touch community issues. The court had noted, and school board members had agreed, that public pressure not to integrate the schools was a factor largely responsible for the district's failure to take significant affirmative action to alleviate segregated conditions in the public schools.

Various community individuals saw the district's push for voluntary transfers as a vehicle to show the good intentions of the school district to move in an orderly fashion toward desegregation without unduly arousing the atagonism of the white power structure. Such a plan did not involve major structural changes in organization and no particular threat by virtue of its token involvement of minority groups.

Some factions of the school community saw this public pressure from the white power structure as a continuing force, evidenced by the exclusion of many affluent Minneapolis communities from the initial desegregation process. These were also advocates of desegregation who believed it to be nearly impossible to think in terms of integration with the city's current housing patterns, and they spoke more about the need to have had judicial action to break down district lines prior to instituting a desegregation plan.

Opposition to the plan had been strongly voiced at the early stage of the plan and the district moved on several levels to ensure that there were opportunities for citizens to discuss the pros and cons of the plan in a suitable forum and that the information disseminated about the plan was factual and comprehensive, as well as widely distributed.

Prior to and during implementation there were some expressions of regret concerning the time schedules of the plan mainly since it provided those communities not immediately affected with an interim for possible continuous opposition. Black parents were especially adamant about their children having to be bussed when there were others from more affluent neighborhoods who were permitted to "do things as usual..as if they were not a part of the district."

School personnel of various rank and tenure gave such opinions as:

> "The plan should have involved all changes in one step.
> This piece-meal approach only serves to reinforce negative attitudes."
> (Black Math Teacher - 30+ years of service)
>
> "I wish the plan had called for complete desegregation all at once.
> One of our problems is the change every two years." (White H.S.
> Principal - 10+ years with the system)
>
> "We could have done the plan at much less cost. A straight shot all
> the way through from the beginning would have been preferred."
> (White Social Studies Teacher - 5+ years in the school)

Change is very often a disruptive process and there is some merit to a clean sweep, as it were, rather than progressive steps which burden particular neighborhoods while others are saved the inconveniences. Practice with respect to changes as major as those which accompany the desegregation process has shown that once respected authorities take a position for desegregation it is easier for people to accept new and difficult situations.

By and large, much of the opposition to the Minneapolis plan has subsided. Opponents, both inside and outside the system, have not all left the district, but they are not as vocal or as visible as they once were. As one of the Area Superintendents noted," people have quit talking about desegregation; they're now talking about what options in programs they will have."

In relation to the district's philosophy and the objectives set forth for the desegregation of its schools, as outlined in the Desegregation/Integration Summary of Proposals for Consideration 1972-1975, the Minneapolis school district has made some admirable gains. These gains are reflected in its recruitment efforts for minority staff, the abundance of alternative programs which have been instituted in attempts to provide choices for students and parents, the efforts of the Task Force on Minority Cultures and efforts being made by a large segment of the teaching staff to find a match between the child's learning style and their teaching techniques.

In several instances, individual schools have been able to garner community support at a level above what they might have expected. Principals, particularly at the elementary level, speak highly of the very active, though small, group of parents who volunteer service in various school activities and who continue to serve as information specialists for the larger community in support of their programs.

There is not yet the extent of teacher, staff or student interaction in the schools, as a whole, that could most effectively enhance the process, but as evidenced by many of the comments of the school community, there are reasons for optimism in this area as well.

There are no easily identifiable prescriptions for determining the right ingredients of effective desegregation but there are specific factors which tend to measure desegregation toward a relative degree of success. For one, detailed competent planning which reduces fear and anxiety through active community participation has been shown to contribute significantly to the transitions the process of desegregation entails. This type of planning, together with the commitment many of the people brought to the process, appears to have been a plus for the Minneapolis district even in light of its failure to plan for full implementation.

Adequate funding from governmental and private sources for implementation of the process and programs and practices incident to it serves to ensure that the necessary changes do not become an insurmountable burden on the district. As previously noted, innumerable programs have been planned and organized in the district which focus on the individual development of students and in-service training for staff. There are also various training and enrichment programs which involve the parents and interested citizens.

Programmatic considerations in desegregation also include the ethnic distribution of staff and students, grouping patterns, in classes as well as other school related activities and school support services and policies, to name but a few. To the degree that the schools have made some inroads in these areas there are positive indications for future progress.

The Minneapolis school district plan principally involved the transfer of students, clustering of schools, the closing of some attendance zones, teacher reassignments (without demotions or firings*), new school construction and human relations and in-service training. The most negative aspect of the plan, as perceived by the school staff, was that of human relations. However, the basis for many of the adverse comments related more to the compulsory nature of the training than to the actual benefits derived from it. On the other hand, among the parents interviewed, reference was made most often to the projection that "next year we have to go through it again"...an obvious reference to the next stage of the desegregation plan.

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*In one particular school there were reports that as many as 1/3 of the teaching staff left at the onset of the plan's implementation.

As stated previously, there are clear evidences of growth and commitment in specific structural and programmatic areas of desegregation in Minneapolis; there are also areas in interpersonal relationships and organizational techniques which demand attention, as reflected in comments made by those who are both contributors and receivers in the educational process of the district.

Any positive manifestations of the district's progress in meeting its goals of the 1970's-- and hence its desegregation objectives-- will depend, in large measure, upon a consensus among the community and the schools to work for quality education of all students. One interviewer summarized his feeling of the current atmosphere as "We're doing it because it's right--not hiding behind the court order." If this is so, perhaps consensus is not too far in the distant future.

Elementary School Class Observation

The class of twenty-one pupils (16 white, 5 black) were 7, 8, and 9 year-olds who appeared to be grouped heterogeneously. There were four clusters of students grouped for reading.

The teacher (white female) had groups rotate to her for a reading lesson while other pupils were engaged in seat-work assignments which had been written on the blackboard. No basal texts were in evidence and the children worked from workbooks which the teacher graded each night. The classroom atmosphere seemed organized, although permissive and there was some indication of teacher-pupil planning.

The teacher employed small group instruction, using the modified continuous progress instructional approach (so-called on the basis of the regrouping strategy). The only obvious illustration of children from different ethnic groups working together was during the reading groups. However, no absolute assumption can be made since reading was the only major activity observed. The teacher reported a slight tendency for black boys to stay together although there has been no resultant racial hostility. Two black children were observed in each of the two reading groups.

There were no visible problems with the instructional program, and no occurrence which required disciplinary action by the teacher. During the observation period, supporting classroom personnel were not present.

Bulletin boards in the room were covered with exhibits of the children's art including a few pictures with black figures. There were no displays depicting cultural diversity, nor any observable texts or materials of a multi-ethnic nature. A sports magazine having a black athlete on the cover was among other supplementary materials placed on a table.

Elementary School Observation

The school is housed in an old building which has been kept in good repair. It will be converted to non-school use next year when a cluster plan will be put into effect.

There is a white principal and a black assistant principal with 95% black pupils. The faculty consists of 23 white teachers and 4 black teachers.

One is impressed by the quiet atmosphere, the warm interactions between staff and students and the fact that everyone is busy working to achieve an effective learning - teaching interaction.

One is negatively impressed, however, with the lack of evidence of environmental and curricular adjustments to accommodate the almost all black student body. The library did have a display for Black History Week at the direction of the State Education Department. The books would be returned to the shelves after one week leaving only a picture of Martin Luther King Jr. in the hall near the principal's office, with very little else to enhance the identification or self concept of black children or to indicate that at least some studies were directly relevant to the children's interests.

High School Class Observation

A class in Cinematics, an English Department elective, was observed because it was recommended as one with a good racial distribution.

By sight count there were 15 white, 3 black, 2 Spanish and 1 Native American student, present together representing a distribution of several grade levels and, apparently, a wide range of abilities.

The class was quiet and appeared ready for work even in light of reflected moods of indulgence, as the teacher presented the instruction as one lesson to the entire group.

The teacher (white female) stated that the class was involved in viewing a segment of a feature length film -- An American in Paris. Generally, the class schedule is such that the first 3 days of each week are used for viewing a film. On the fourth day, essays are written in the form of a critique of the film inclusive of a personal reaction to its technical and artistic qualities. On the fifth day, students have the opportunity to share a discussion of their observations and ideas. Everyone is encouraged to relate true impressions without fear of a negative evaluation from the teacher or other classmates. Students are graded according to their participation in the classroom process and their work assignments.

The films shown are of varied types and many of the current ones have social themes. On the other hand, certain films are not shown for this reason. Student suggestions on films are considered whenever there are no probable causes for community reaction.

The teacher reported that one of the controls she has difficulty in establishing is to have the students deal with the technical and artistic qualities of a film rather than its content (one example used was the emotional state of students following a film on Native Americans).

It is believed that, if handled properly, the class would present a good opportunity for human relations activity.

Task Force on Ethnic Studies - An Observation

The task force was formed at the time desegregation became a reality in Minneapolis, with the responsibility to develop curriculum and study units reflecting minority or ethnic populations achievements and contributions to society. To date most of the work of the task force has concerned black studies; a smaller part of the work has included Indian and Chicano studies. A new direction undertaken to develop materials and resources involving Scandinavian ethnicity, as a high percentage of the White population of Minneapolis are of Scandinavian descent.

The facility housing the task force is one large room adjacent to an elementary school; there is storage space in the basement. The director, 3 curriculum development specialists, a graphic arts specialist, and a secretary comprise the staff.

The room is filled with books about ethnic minorities,especially Blacks. One of the task force functions is to review and either recommend or reject books with ethnic themes. Those books evaluated as representative of the finest quality are bought in multiple copies and may be borrowed by teachers and schools throughout the system. The collection of materials also includes a smaller number of filmstrips and records.

Task force members may be asked to serve as consultants in individual schools through such forms as teaching a unit, developing a teaching unit, providing in-service training, advising for the purchase of resource materials, or collecting the necessary materials requested by a teacher.

The following list provides an example of some of the units already developed: Blacks Depression and the New Deal; Soul of the Black Experience; Birth of Afro-American Spirituals and Worksongs; An Examination of Malcolm X and Martin Luther King, Jr.; Civil Rights Organizations: Leadership and Objectives; Legacy for All: A Record of Achievements by Black American Scientists; and Which Way Black Americans? A row of file cabinets house a collection of such units.

It was particularly interesting and stimulating to note the energetic way in which the task force worked and the degree of success its efforts obviously receives in a number of the schools. This is especially true in the fact of rapidly diminishing Ethnic Studies Programs at the university level.

One obvious weakness of this task force is insufficient funds. Additional curriculum specialists are needed to expand the scope of the work; several research assistants are needed to do bibliographic work and help update some of the older units; and more time should be allotted for the release of the curriculum specialists to work in the individual schools. A central administrative weakness also exists. There appears to be no apparent systematic procedure for the dissemination of materials to the schools and it is difficult to envision a staff relationship from this task force to any central office, service staff, or individual school. When the responsibility is totally upon the individual teacher or school to request information or service. Given the richness of this resource, a better organized delivery system is eminent.

An additional observation seems equally important. Most of the teaching and counseling staff interviewed expressed a desire to end the human relations training and to begin to concentrate on assisting teachers and staff in learning more effective systems and methods by which academic subject might be offered to students. If this request is as major as it appears to be, it seems reasonable that the Task Force on Ethnic Studies would be a proper place to look for this assistance.

CHAPTER VII - INTEGRATION IN RETROSPECT: SOME GENERAL OBSERVATIONS AND RECOMMENDATIONS

it is important to note that in the initial trial of this case attention was given to the controversy over the exact meaning of the terms "desegregation" and "integration". As used by school administrators and the plaintiffs, the terms were defined as :

Desegregation - the mixing of bodies

Integration - the combination of different racial groups into one society

The Court noted that neither the Supreme Court nor the lower Federal Courts had distinguished between the two therms and amplified its intent to follow the legal pattern of using the two words as if they were synonymous throughout its Findings, Conclusions and Order.

The schools of Minneapolis do not constitute one society; and most of the citizens of Minneapolis would readily agree that the school district is not integrated. Most of the schools in the district are clearly desegregated, and some might be characterized, more or less, as moving conscientiously toward integration. This situation is perhaps an inevitable dichotomy in such a large public school system.

With respect to programs and practices observed and on the basis of discussions with school and community people, the integration of faculty meets the minimum requirements of the Court directive, although there were at least two schools that had neither a minority administrator nor certified teacher, according to the 1973-1974 Pupil-Personnel Sight Count. The ethnic proportion of students per school has not been totally achieved, but the district is still withits time schedule which stipulated final implementation of the plan during the 1974-1975 school year.

The district shows some forward movement in the improvement of its educational program from several perspectives: modified course offerings, the development of Ethnic Studies courses, complimented by the formation of a special Task Force to develop and dissemination materials on ethnic cultures; changes in teaching techniques and some organizational structures; acquisition and construction of new school buildings and staff training.

The most serious problem appears to be related to the general absence of planned strategies to gring about better interactions among and between varying segments of the school population. Except in some sports where there were reports of minimal interaction, relationships among minority and majority students at the high school level were almost non-existent. It is true that hostilities among the races was diminishing somewhat and that peer pressure was highly active in preventing some coming together of different groups, but it was also made clear that there is little encouragement from school personnel to effect some change in this area. The general attitude appeared to be that as long as there was no fighting or other disruptive behavior--let it be.

Although teachers reported a somewhat closer working relationship than was reported for students, the comment repeatedly was that it was superficial or only a matter of tolerance of one another. In some individual schools there were reported strains of student/teacher interactions or simply that they were not aware of each other. Even though there were four black teachers in one high school (who had been there all year) the group of black students interviewed were only aware of two black teachers in the school. They questioned why black faculty remain so invisible in the building. Around the same type issue, black students who had been transferred into one of the junior high schools talked of never being called by their proper names. There were referred to as "School Transfers" when spoken to or discussed by staff. These students questioned how they can be fairly evaluated by teachers who don't really know them. The establishment of homeroom structures could provide the system whereby students and teachers could get to know one another, but such a structure does not exist in many of the schools.

A better sense of teacher-student sharing in the educational programs, both academic and school related, could undoubtedly aid in reducing discipline problems and in enhancing educational achievement.

It is the opinion of this writer that the recommendations elicited from those within the school community who have been actively involved in the desegregation process, some of whom have put in inordinate amounts of time and effort, would be much more meaningful than any team of researchers could make on the basis of a very limited on-site visit. Hence, the statements given are recorded without comment.

Teachers and principals were asked what practical guidelines they would offer the district in future desegregation planning or suggestions for improving the current desegregation plan. Their comments denote a keen awareness of some of the problems and complexities of the process in Special District No. 1 in Minneapolis.

Teachers: The district should increase its efforts to secure teachers who desire and have proven abilities to teach in the inner city.

Discontinue the busing of children across disctict lines.

Complete commitment to actual implementation of the plan -- not partially or piece-meal.

More selectivity in recruitment of staff. Teachers do not have enough knowledge about the communities they work in.

Better communication among teaching staff and administration.

More involvement in the initial planning of all levels of the community in order to foster greater commitment to the plan.

Find ways to increase parent involvement with students. Finances would probably be a big factor -- some type sholarships would help.

Desegregation should start at the lower levels -- elementary grades. The basic segregation at this level is boys with boys and girls with girls. After a while the kids feel really comfortable with each other.

More public relations people out in the community before the rumors make people have negative attitudes, based on false information.

Schools need to integrate the curriculum more.

More structure, particularly for black students.

Don't force the issue -- let it be voluntary -- but this is probably impractical. But they should make the best attempts to hire teachers who can deal with the problems.

Inservice training for transfer teachers.

We need to establish a better system to get teachers and students to meet each other; homeroom classes would be one way.

We need to break down city district lines. The Board needs to work at that.

Colleges should place more emphasis on human relations training for teachers. It must be an integral part of training at that level.

Principals: Staffing of buildings should be decided in buildings -- not district-wide.

More time allotted for developing curriculum.

The new provisions for better student/community input.

Allocation of resources should be continuous. Constant cutoffs make long-range program planning difficult. Here we did some things backward, like the appointment of the human relations chairman after the mandate. That person should be on the job very early in the game.

I would do things no differently, except to get more funds and more staff.

Principals should have the opportunity to hire their own staff.

> Faculty should be asked to come up with a plan to train themselves for coping with the problems, without specifying the length of time needed.
>
> A more rational way of determining needed development areas for staff. I would like to have seen enough money and human resources to have done an extensive training session over the summer for staff and students.
>
> Avoid auditorium meetings; concentrate on smaller, more personal meetings.
>
> Most principals don't know what life is like in most of the communities their schools are in. They need to get out more into the community.
>
> We need more black teachers.

In summarizing key factors that have made for successful desegregation in the school district, such components as communications skills among teachers and support staff, more flexible academic program, promotion of the team-teaching method and an increasing willingness of teachers to be open with each other and to deal with conflict were mentioned most often.

On the whole, the concensus was that, in the words of one administrator:

Minneapolis is moving fairly well. People seem to be accepting it much better this year. Next year is going to be the most significant year.